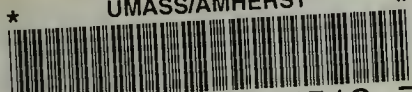


1995 Charter School Application

UMASS/AMHERST

UMASS/AMHERST



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Basic Fact Sheet

This basic
The infor
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Executive Office of Education to conduct quick analysis of the applications received. Accurate, and must correspond to that which is provided in the body of the proposal. Reviewers at the Executive Office of Education with a snapshot of your proposal.

Benjamin Banneker Charter School, formerly Bread and Roses Charter School

Proposed Charter School Name

Cambridge, Massachusetts

School Location (city/town)

Contact Person

First Kathy Middle A. Last Reddick

Organization Chair, Banneker Charter School Address %209 Rindge Avenue, Apt. 1

City Cambridge State Ma. Zip 02140

Telephone (617) 253-6301 (day) 354-1390 (pm) Fax (617) 253-8000 (day) / 491-2249 (pm)

Funding Coalition:

(Check Box)

Private
For-Profit

Parents Teachers Business

☒

☒

☐

Community
Based

Other
Founding

Organization Museum

Group

☒

☐

☐

Grade Level

(Check Box)

Elementary ☒

Middle ☒

Secondary ☐

Other

Grade

Level ☐

Projected Student Enrollment

Projected Student Enrollment (1st Year) 160

Projected Student Enrollment (2nd Year) 200

Projected Student Enrollment (3rd Year) 240

Projected Student Enrollment (4th Year) 256

Projected Student Enrollment (5th Year) 272

Total Number of Teachers 27

Teacher/Student Ratio 1/10

In what type of community will
the Charter School be located?

Urban School District: ☒

Rural School District: ☐

Suburban School District: ☐

Other Kind of Community: ☐

Do you presently have access to
a facility suitable for a school?

Yes ☒

No ☐

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The Benjamin Banneker Charter School will serve students in grades 3 to 8, in a community-

centered school, with a focus on math and science achievement, using the Cyberkey technology

and innovative teaching and multicultural curriculum, with an emphasis on

parent participation and involvement. Our target population are those minority, low-income,

and disadvantaged children who are under-served by the Cambridge public schools.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

Kathy Reddick
209 Rindge Avenue
Cambridge, Ma. 02140

February 15, 1995

Piedad Robertson
Secretary of Education
Executive Office of Education
Boston, Massachusetts

Dear Secretary Robertson:

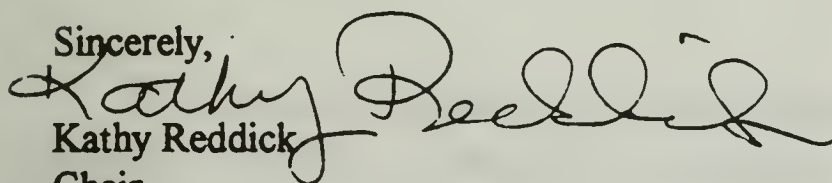
We are pleased to report that many things have changed since our last preliminary submission of our charter school proposal. The name of our charter school has been changed from the "Bread and Roses Charter School" to the "Benjamin Banneker Charter School", in honor of the noted African American mathematician, astronomer, scientist, and inventor, Benjamin Banneker. The scope and size of our educational coalition continues to grow. We have added the support of the Harvard Graduate School of Education's Project on Schooling and Children, the Teacher Education Program at Simmons University, and the Harvard University, Department of Molecular and Cellular Biology. We continue to be encouraged and inspired by the outstanding and continuing support of Cambridge parents, some of whom are associated with the W.E.B. DuBois Academy, Jamnastics, the Area IV Youth Center, and the Summerbridge Program.

I am pleased to let you know that I am the new chair of the Benjamin Bannker Charter School and will assume responsibility, from Rev. Jeffrey Brown, as the main contact person for our founding coalition. I am a Cambridge parent of five children in the Cambridge Public School system, and am an active participant in the education of all my children.

I have two children at Cambridge Rindge and Latin High School (CRLS), where I have served as an elected parent representative on the CRLS School Council. I have three children enrolled in two elementary schools, where I serve as the president of the Agassiz African American Parent Alliance, and organized an after-school enrichment program, called BASICS, to address the underachievement of African American children at the Agassiz School, and am a member of the Bell Foundation Board of Directors. I am also active in the Cambridge NAACP, where I am an Executive Board and co-chair of the Education Committee, currently organizing a March parent conference.

As you can see, I have personal interest in the success of Cambridge children, especially minority, low-income, and disadvantaged children, those most underserved by the public schools. I am a committed stakeholder in the efforts to improve the quality education in Cambridge. The Benjamin Banneker Charter School will benefit my children and many others. I believe that our founding coalition has developed a first-rate proposal for Cambridge children, and we are by a broad-based, grass-roots coalition of people, who work and live in Cambridge. I am proud to formally submit this proposal for the Benjamin Banneker Charter School on behalf of all Cambridge students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kathy Reddick", written in dark ink.

Kathy Reddick

Chair

Benjamin Banneker Charter School

EXECUTIVE SUMMARY

of the

BENJAMIN BANNEKER CHARTER SCHOOL

formerly Bread and Roses Charter School

The Benjamin Banneker Charter School seeks to establish a school community which is a center for learning and sharing, in which we clearly demonstrate that minority, low-income, and disadvantaged children can become motivated to learn and excel in school. Our educational focus is mathematics and science, our educational philosophy is multicultural education, and our educational technology is Cyberkey. We will use a rich assortment of innovative and creative teaching techniques, adapted to match individual student learning styles. We truly believe that "all children can learn". And we believe that with the right people, the right program, and the commitment of school, students, parents, and the assets of a supportive and caring community, that we will succeed where others have too often failed.

While the Cambridge Public Schools has developed a reputation as an innovative school district, its own 1993-94 Student Data Report clearly shows that minority, low-income, and disadvantaged children have not equally benefited. We hope to change this reality by creating an integrative, educational learning environment. Finally, we intend that the Benjamin Banneker Charter School become a model for other school districts facing similar challenges.

A Proposal Submitted to the Executive Office of Education for

THE BENJAMIN BANNEKER CHARTER SCHOOL

(Formerly Bread and Roses Charter School)

*“...the color of the skin is in no way connected with strength of the mind or
intellectual powers...”*

Benjamin Banneker, 1796

Application Number 95-20

Cambridge, Massachusetts

February 15, 1995

Table of Contents

Mission Statement.....	2
School Objectives.....	5
Statement of Need.....	8
Founding Coalition.....	11
School Demographics.....	15
Recruiting and Marketing.....	17
Admissions Policy.....	18
Timetable.....	19
Support.....	22
Educational Program.....	23
Student Performance.....	34
Accountability.....	37
Human Resources.....	41
School Governance.....	46
School Community.....	49
Replicability and District Relations.....	51
Building Options.....	52
Code of Conduct.....	54
Transportation.....	56
Special Needs and Bilingual Students.....	57
Funding.....	59
Appendices.....	
Appendix A (Letters of Support).....	i
Appendix B (Supporting Documents).	ii
Appendix C (Resumes).....	iii

MISSION STATEMENT

The Benjamin Banneker Charter School is the inspiration of concerned community leaders, parents, and educators, with the common vision and purpose of providing all Cambridge youth, regardless of race, culture, language, or socioeconomic status, with an education which will allow them to develop their talents, fulfill their potential, and excel in all areas of life. Its mission is *to create an all-inclusive learning community of students, teachers, parents and community members, which will encourage the educational development of its members in order to prepare students to be successful through their high school years and beyond.* The founders of Benjamin Banneker Charter School envision a school that reflects the diversity of Cambridge, addresses individual needs and abilities, and supports a strong sense of self-worth and self-esteem for all involved.

Educational research has documented the failure of school districts to educate all students equally. Throughout the nation and the state, the underachieving student is more likely to be minority, low-income, and disadvantaged. Specifically, in Cambridge, the 1994 Student Data Report on the performance of Cambridge students indicated that one in three high school students failed at least one course, with an even higher rate for Black (42.7%) and Latino (40%) students. Schools, which have a larger percentage of children receiving free or reduced lunch, have a higher rate of suspension and lower test scores. Clearly, any reform effort must be targeted to address this disparity. However, history and research have demonstrated that traditional reform has not supported substantial improvement among these students. The charter school model allows concerned members of the Cambridge community to use their knowledge of, and experience with, the educational needs of minority, low-income, and disadvantaged students, to design innovative strategies to target those needs. Our school intends to illustrate how to increase the overall quality of education for all students. The Benjamin Banneker Charter School is a vehicle for the founding coalition to use its personal expertise and vision to serve those children who have been marginalized in the Cambridge public school system.

At the Benjamin Banneker Charter School, minority, low-income, and disadvantaged children, who are typically stereotyped as innate underachievers, will be challenged to meet their potential. Expectations will be based on the development of each child's potential, not on his or her economic or ethnic status. Academically, a strong focus will be placed on overcoming educational problems that typically hold back minority, low-income, and disadvantaged children, while concomitantly focusing on math and science education, within a multicultural context.

The Banneker Charter School will inspire and encourage educational excellence through personal instruction and positive reinforcement. Through hands-on learning techniques and access to cutting-edge technologies, students will actively become involved in their own education. Our students' social development will be nurtured by an environment that reflects and supports Cambridge's racially, ethnically, linguistically and culturally diverse community. Through cooperative learning and a math-science based, multicultural curriculum, students will acquire the tools necessary to understand, respect and appreciate differences in each other, and in their global community.

The Benjamin Banneker Charter School will become not only a center of learning, but also a community of sharing and support. The school will be a central part of the minority, low-income, and multi-lingual community in which it will be located. It will function as a resource for students, parents, and the community. Active parent involvement in decision-making and participation in their child's education is central to our theme. Our Joint Coordinating Council puts this active parental participation in place. Events such as the monthly parent breakfast or dinner will encourage and recruit parent volunteers to help in classrooms and offices, enabling them to contribute to, participate in, and support their children's education. Parent conferences will be called to discuss and support positive behavior. Classrooms that traditionally remain dormant through the evenings will be used for the homework and tutoring center, free parenting workshops, student conferences, baby-sitting co-ops, and the other programs that will supplement our school day. We plan to foster an environment at the Benjamin Banneker Charter School where all members of the community understand their roles as students, teachers, and parents. It will be a place where every individual can realize his or her potential for academic growth.

The vision of inclusion, support, equity and excellence makes the mission of the Benjamin Banneker Charter School uniquely innovative. However, as the Banneker Charter School transforms the educational experiences of minority, low-income, and disadvantaged children it will be recognized as a leader in educational reform. *Our children will not only achieve, they will excel.*

We chose to re-name our charter school after an African American whose life was full of great achievements in math and science. Benjamin Banneker's contributions to American society have yet to be properly recognized. Banneker was a self-taught mathematician, an outstanding astronomer, the author of almanacs, a surveyor, humanitarian, and inventor.

Banneker was born a free man in 1731, in Ellicott Mills, Maryland, where he attended private schools. Banneker was devoted to mathematics in general, and mechanics in particular. His mathematical curiosity led him to build the first wooden clock in America. Banneker was given a pocket watch by a traveling salesman. He had never seen such a device before and was so fascinated by its working that he spent days taking the watch apart and putting it back together. In 1753, using the watch as a model, Banneker produced a clock made entirely of wood. He carved each gear by hand. Banneker's wooden clock was the news of the day, and it kept perfect time, striking every hour, for more than forty years.

Banneker accurately calculated the eclipse of 1789, and his astronomical calculations became a part of the many almanacs he published beginning in 1792. During his day, Banneker was known as the "African Astronomer" and his 1792 Almanac was praised by the then US Secretary of State, Thomas Jefferson. Perhaps Benjamin Banneker's most publicized feat was that of being a major surveyor in laying out the plans for the city of Washington, District of Columbia. Certainly his great work in math and science deserves recognition. We have, therefore, changed the name of our charter school to honor Benjamin Banneker.

SCHOOL OBJECTIVES

The guiding philosophy of the Benjamin Banneker Charter School's academic program is that all students can be motivated to learn and to achieve. The over-arching goal is to give minority, low-income, and disadvantaged students the necessary preparation to excel in high school courses and beyond.

The primary objective of the Benjamin Banneker Charter School is to prepare minority, low-income, and disadvantaged students to overcome the traditional barriers to academic success. One example is the barrier created by the lack of understanding and mastery of those analytical and problem solving skills that develop in more advantaged students as a result of a strong preparation in math and science. The early introduction of advanced concepts, along with positive reinforcement and a strong emphasis on careful and thorough teaching in these subjects, will assure that Banneker Charter School students have the sufficient support to attain a strong base in these challenging areas. Ultimately, the math and science program will prepare students to master algebra and the scientific method at a level that will facilitate their enrollment in college preparatory and advanced Mathematics and Science during their secondary and post secondary education.

Second, the Banneker Charter School will emphasize writing, speaking and critical thinking skills, as well as the ability to synthesize, understand and analyze new ideas. Students will practice oral and literary communication with peers and teachers, the enunciation and articulation of opinion, in addition to reading and listening comprehension. Through mastery of these skills, students will learn to express themselves with confidence, creativity and knowledge, demonstrated by small group discussions, speech writing, public speaking and structured debates.

Third, Banneker Charter School students will build a strong foundation in those skills both applicable to and necessary for lifelong learning. Students will be offered a core program that includes social studies, language arts, foreign language, the fine arts, and physi-

cal education in order to support the development of well-rounded individuals with equal proficiency in a number of scholastic fields. In addition to this interdisciplinary education, the Banneker Charter School will work to prepare students to succeed in a diverse and ever-changing society. All academic subjects will be grounded in multicultural education, which teaches not only the histories and cultures of all peoples, but fosters understanding and respect of differences. Students will come to realize and understand how all peoples have influenced history, continued to create the modern world, and guided society toward the future. Through this interdisciplinary, multicultural experience Banneker students will understand their role and responsibility within the Cambridge community and the larger society.

Fourth, early introduction to foreign languages is an important part of the Banneker Charter School's inter-disciplinary curriculum. Our goal is that students have the ability to communicate with their multi-lingual peers as well as other members of their global community. We want students to be able to speak, read, and write proficiently in both English and another language, with instruction beginning in third grade. For our students whose home language is not English, they will master English, yet retain and improve their speaking and grammatical skills in their first language. We will foster the development of peer-relationships to support the enhancement of language skills among our students.

Fifth, for students to succeed in an increasingly technological society, they must become computer literate, as well as be able to understand and integrate technical skills into all areas of learning at a very early age. The Banneker Charter School students will acquire these skills through integrative curriculum and computer programs, that will allow students to learn new concepts while integrating text, audio, and video materials. With interactive technologies, students will participate in distance learning. Through the use of our Cyberkey, which links the computer to video technology and disc and CD-ROM text, students will be able to use text, video, and electronic information to supplement their classroom experiences. Students will have an e-mail account to allow them access to the myriad of information and recreational resources such as library catalogs, encyclopedias,

and on-line literature, as well as instant mail from peers or teachers at school or pen-pals in other countries. The integrated use of technology in teaching and learning will increase our students' comfort and familiarity with technology in all its forms and prepare them for advances in the future.

Finally, our non-academic objectives revolve around our ambition to have students view their education not only as an activity that occurs during the school day, but also as a life long process. The integration of classroom learning, volunteer experiences and personal interests will allow students to experience education as a dynamic opportunity. We will create cooperative learning experiences that further the development of a community of supportive peers. We will nurture a sense of pride and accomplishment for their work. We are committed to instill in our students a sense of social responsibility, civic pride and personal accountability through activities such as the community service requirement. Through their experiences at the Banneker Charter School, our students will learn to explore and understand themselves, each other and their role in the world.

STATEMENT OF NEED

The following statement was submitted to the Cambridge School Committee by Dan French, in presenting the Cambridge Rainbow Education Committee's response to the Cambridge 1993-1994 Student Data Report (see excerpts in Appendix B). French noted that although there were indications that the focus on equity and opportunity had increased, "there are still many troubling signs that students receive disparate educational opportunities, often based on race, socioeconomic status, and school origin. (p.4)" The Student Data Report of 1993-1994, produced by the Cambridge Public Schools indicated that:

- * *45.7% of Cambridge elementary school students receive free or reduced lunch. (This is the district's indicator of the poverty levels based on enrollment in these federally funded programs.);*

- * *29.2 % of elementary students, and over 40% of secondary students come from homes where English is not the main language spoken;*

- * *Black elementary school students have a higher rate of in-school suspension (5.4%) and retention (3.1%) than the district rates (2.9% district average for in-school suspension; and 2.4% for retention). This means that Black students are three times as likely to be suspended in-school and out-of-school than White students at the elementary level, and Hispanics are twice as likely as to be suspended as Whites;*

- * *Cambridge minority students are now a majority of the Cambridge Public School enrollment;*

- * *White students are more than 7 1/2 times more likely to be enrolled in Advanced Placement courses than Black and Hispanic students;*

- * *Black and Hispanic students are more than 1 1/2 times more likely to fail at least one academic course at the high school than are White students; and*

- * *in certain programs within the high school, 4 out of 5 low-income students fail at least one course.*

These above citations are only a few examples of the disturbing disparity in the education of minority, low-income, and disadvantaged students in Cambridge. One of the reasons that these students are under-achievers is that early in their educational experience they fall behind their peers. This causes them to start to believe that they are not smart, and they conclude that they will not learn. It is the premise of the founders of the Banneker Charter School that institutional mechanisms are responsible for students' perceptions of themselves as non-learners, and for the reality that they are underachievers. We will challenge ineffective education practices by creating an educational environment that will serve and support the needs of these students.

Unfortunately, the Cambridge Public School district has not demonstrated that it has the commitment to create such an environment. Minority, low-income, and disadvantaged students in Cambridge have consistently been placed in remedial and special needs programs, rather than in alternative or innovative programs. They are concentrated in the schools with the lowest performance levels, where they do not receive adequate support services or the motivation to learn. The Benjamin Banneker Charter School will improve the public educational experience for these students and their families by beginning with the belief that all students can achieve the highest possible standards and reach their greatest potential. Our approach will allow minority, low-income, and disadvantaged students at the Banneker Charter School to excel at an unprecedented level. We propose three stages to support the development of our goals: 1) professional development experiences that help teachers to encourage and maintain high expectations for all children; 2) an academic support system that recognizes the individual development of each child; and 3) a community goal that no child will be left behind.

The Banneker Charter School proposes a unique elementary school structure beginning at grade 3. We have selected to begin in third grade due to the characteristics of the Cambridge school district. The Cambridge School Department has ended the practice of allowing four year olds to enter kindergarten, and has instituted a two-year, developmental kindergarten model in which children may receive additional learning opportunities and reading skills. In addition, the educational experience that we have gained through the work at the W.E.B. DuBois Academy, Inc., leads us to conclude that

third grade is the best place to intervene in the elementary education of Cambridge youth. Research also confirms the educational decline that often begins in the third grade for minority, low-income and disadvantaged children. Therefore, we have chosen to start our intervention in the third grade, and plan to continue our educational model through eighth grade.

PROFILE OF THE FOUNDING COALITION

The founding coalition has become a cohesive and able working group. Yet, it will continue to expand and strengthen its foundation and include the assistance of those community leaders, educational institutions and organizations, and businesses that are able to contribute to the success of the Banneker Charter School. The Founding Coalition of the Benjamin Banneker Charter School all trace their roots back to efforts to improve the education of Cambridge's most disadvantaged youth. Virtually every member of our Founding Coalition has directly or indirectly tried to impact the academic and social development of Cambridge youth. Caroline Hunter and Dr. William McLaurin (both educators at Cambridge Rindge and Latin School{CRLS}) began their work together by authoring an enrollment study examining the academic achievement of minority students at CRLS. This, as well as prior reports, has been the catalyst for these two educators to collaborate on the design of an elementary school, to effect positive change before the high school years. The Benjamin Banneker Charter School would bring to fruition this collaboration.

Scott Darling, Sharon Reid, Elaine Thorne, and William McLaurin are all members of the Board of Trustees of the W.E.B. DuBois Academy of Cambridge, Massachusetts. This Saturday school, founded in 1990 by Mayor Kenneth E. Reeves, Lt. Sandy Francis, firefighter, and William McLaurin, educator, presently serves over fifty minority male Cambridge Public School students, in grades 3-8. The DuBois Academy is staffed by black male volunteers, who are professionals, police and firefighters, collegians, and high school students. The educational goal of the DuBois Academy is to supplement the current elementary education of these youths, and at the same time, to impact their social development. The program provides its students with academic support and much-needed adult male mentorship. An overwhelming majority of the parents of DuBois Academy students supports this charter school, and would want to enroll their children if they were selected.

Charles Nesson, a professor at Harvard Law School, has taken an active interest in CRLS from the time that his daughter enrolled in 1993. He has continued his active

involvement in CRLS, as well as in the Summerbridge Program. Summerbridge is an after school and summer program that encourages academic excellence and provides support and enrichment to over 75 sixth and seventh grade Cambridge Public School(CPS) students. Charles and Fern Nesson, as well as William McLaurin, serve on the Board of Directors of Cambridge Summerbridge, and many of its parents are also very interested in the Banneker Charter School. Professor Nesson has pioneered Cyberkey technology (multimedia and interactive) and its integration into the evidence course that he teaches at Harvard Law School.

The Founding Coalition also consists of a strong cadre of educators, community leaders, and Cambridge parents who currently have children in the Cambridge Public School system. They include Reverend Jeffrey Brown and Eddie Harris, both members of the Positive Edge, George Greenidge, Jr., Director of the Area 4 Youth Center, State Representative Alvin Thompson, Kathy Reddick, Pam Ogletree, Marie Lisenby, Lori Haynes, Lynette Riley Belle, Caroline Hunter, Elaine Thorne, Sharon Reid, and Filomenia LaRosa Waters.

- * Kathy Reddick is currently the chairperson of our Board of Trustees, a parent representative on the CRLS Advisory Council, and the mother of five children currently enrolled in the Cambridge Public Schools.

- * Pam Ogletree is a parent of a Cambridge Public School student and a financial analyst for Harvard University Real Estate.

- * Caroline Hunter and Filomena LaRosa Waters are both parents of Cambridge Public School students, and are also teachers in the Cambridge Public Schools.

- * Elaine Thorne is a parent of two children in the Cambridge Public Schools and coordinates construction contracts for the City of Cambridge.

- * Wayne Williams is a doctoral student at Harvard Graduate School of Education, with expertise in human development and quantitative analysis.

- * Chris Kelley, formerly of the Department of Education in Washington, DC, is now a student at Harvard Law School.

- * George Greenidge is the Director of the Area 4 Youth Center

* Eddie Harris is Acting Director of the Positive Edge program, a Cambridge youth advocacy and outreach counseling program.

The Founding Coalition

Rev. Jeffrey Brown	Scott Darling III, Esq.
George Greenidge, Jr.	Eddie Harris
Lori Haynes	Caroline Hunter
Chris Kelley	Elaine Lisenby
Dr. William McLaurin	Charles Nesson, Esq.
Fern Nesson, Esq.	Pam Ogletree
Kathy Reddick, Chair	Sharon Reid
Lynette Riley Belle	Elaine Thorne
Filomena LaRosa Waters	Wayne Williams

The individuals who make up the founding coalition bring with them the support of a variety of institutions, through representation on Boards of Directors, or direct work within these institutions. Direct letters of support are listed in Appendix A. Our supporters and institutional partners and include:

W.E.B. DuBois Academy

Cambridge Summerbridge

TERC (Susan Jo Russell)

Jamnastics (Anara Frank, Director)

WGBH (Pepita Soto, also a Cambridge parent)

Harvard Graduate School of Education (Vito Perrone)

Harvard Law School (Nesson and Ogletree)

*Harvard University, Department of Molecular and Cellular
Biology (Judy Bromley & Steve Harrison)*

Harvard Project on Schooling and Children (Kay Meserth)

Wheelock College (Jackie Ramos)

*National Urban Alliance for Effective Education (Eric
Cooper, Director)*

Positive Edge

What we all share is the fact that we have all worked and continue to work, in Cambridge to better Cambridge public school education. We all have personal stakes in the success of Cambridge students, and we represent a broad coalition of Cambridge educational organizations, professionals, and private citizens, all from Cambridge. The Banneker charter School is an idea developed from the concerns Cambridge parents raised about the education their children received in the Cambridge school system. These parents approached some of Cambridge's most active educators and community leaders about how to develop a solution to the problems. This was the catalyst for the formation of the diverse group of parents, teachers, administrators, and university educators that is currently the founding coalition was formed. Since these early beginnings, the original coalition has strengthened its internal structure and sought the assistance and inclusion of many other organizations interested in addressing the underachievement of minority, low-income, and disadvantaged students, especially in math and science.

SCHOOL DEMOGRAPHICS

Cambridge, like many cities, is divided into a ward-type system, designed to facilitate the definition and measurement of various social, political, and economic city characteristics. Also, like many cities, the distribution of wealth and resources amongst the wards, as a result the incidence of poverty, crime and general instability, is unequal. In Cambridge's "Area IV," the 1990 census indicates that roughly 70% of the population were people of color. Families with a female head-of-household composed 31.4% of this population and 46.9% of these families had incomes below the poverty level. In Area IV, children carry the burden of these disparities; it has the highest population of children under 19, with 65% of the families having children under 18. One in four of these families live in poverty. Though Area IV is bordered by such prestigious institutions as Harvard University and the Massachusetts Institute of Technology, there is a dramatic and disheartening contrast in the quality of life of the people in these communities. The Area IV neighborhood is struggling to confront and defeat a legacy of crime, poverty and lack of opportunity.

We intend to locate the Banneker Charter School in the midst of this disadvantaged area of Cambridge in order to send a signal to the Area IV community about the importance of education, and our interest in increasing educational success in this community. Because it is the neighborhood where the children are most vulnerable and at-risk, the Benjamin Banneker Charter School will be established in the heart of this community. It is here that our school can serve as a resource for empowering this minority, low-income, and disadvantaged community. We are pleased with the parental support we have received from this neighborhood (see Appendix A).

By the year 1999, we project that the Benjamin Banneker Charter School will enroll 272 of these underserved students in third to eighth grades. In the first year, the school will enroll students in grades three through six so that all students experience at least two years as part of the Benjamin Banneker Charter School community and can be guided by its unique mission, organization and activities. The school will expand to the seventh and eighth grades as the first year sixth graders matriculate to these levels. (See Figure 1)

FIGURE I: PROJECTED ENROLLMENT -- 1995-1999

<u>Grades</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>
Grade 3	40	40	40	48	48
Grade 4	40	40	40	48	48
Grade 5	40	40	40	40	48
Grade 6	40	40	40	40	48
Grade 7	0	40	40	40	40
Grade 8	0	0	40	40	40
TOTALS	160	200	240	256	272

RECRUITING AND MARKETING PLAN

The primary marketing strategy of the Benjamin Banneker Charter School is based on offering an improved public education to a currently underserved population. The condition of education for minority, low-income, and disadvantaged children in the Cambridge public school system has been well documented and highly publicized. In addition, the parents of our students have personal and in-depth experience with the system's inadequate response to their children's lack of academic success. Given this background, the market demand for a school such as the Banneker Charter School is extremely high. The Banneker Charter School will be publicized through a series of traditional and non-traditional marketing strategies illustrating the needs of students in the current system and demonstrating the strengths of Benjamin Banneker in addressing those deficiencies. The marketing plan includes but is not limited to the following:

- * Informational meetings will be held in each of Cambridge's thirteen elementary schools. The Banneker Charter School's mission, objectives, curriculum, and admissions policies will be thoroughly discussed with all perspective parents/ guardians. Information sessions, will be held at the centrally located high school and at the Area 4 Youth Center.
- * Announcements and advertisements printed in local newspapers.
- * Posters, leaflets and brochures distributed throughout Cambridge.
- * Recruitment teams visit youth and recreation centers and neighborhood churches to talk with parents and students.
- * Collaboration with parent coordinators at Cambridge public and private elementary schools, focusing on attracting the interest of students in earlier grades.
- * Outreach to parents of all elementary and head-start children through mail brochures and applications.

ADMISSIONS POLICY

Admission to the Benjamin Banneker Charter School will be based on students' eagerness to learn and to become a member of the school community, and their commitment to the philosophy and mission of the school. With the objectives of non-discrimination and the achievement of a racially, socioeconomically and gender balanced student population, all interested individuals will be encouraged to apply and all those who meet the above standards will become part of the qualified applicant pool. The application process will include: a) interview with students and their parents/guardians; b) student personal statement for grades 5-8; c) review of school records to determine the student's needs. Student records will only be used for diagnostic purposes, and not as a factor in selecting students; and d) statement by parent/guardian.

All applications will be due on February 1. The initial applicant pool will be determined by March 1. The selection process will be completed by June 1.

An Admissions Director will be responsible for the administration of all admission procedures, including distribution, collection and review of applications. A lottery will be used to select eligible candidates from the pool of students who meet the criteria to become a qualified pool applicant.

These policies further the Banneker Charter School's mission by insuring that the promise of better education and higher achievement will be extended to those children who are most in need. The lottery system helps to ensure that children are not isolated or discriminated against or that the admissions process is in any way biased. The goal of the admissions policy will be to create a diverse and multi-talented pool of students for the school in the first year and beyond.

TIME TABLE

Establishing a charter school is a challenging initiative, and even more so when the need for such a school makes its speedy start imperative. However, despite the many obstacles, such as funding and building renovations, the diverse expertise of the members of the founding coalition has made it possible to develop an ambitious yet practical time-line for a September 1995 school opening. Assuming a March 1995 Charter acceptance, we propose the following time-line. (See Figure 2)

FIGURE 2- Time-line of Activities for School Opening

March 16	Financial negotiations open with State and Cambridge School Department concerning seed money for start-up costs
	Orders for all school supplies, including furniture, books and computers
March 19	Faculty and staff applications and recommendations due
March 22	Faculty and staff interviews begin
March 24	Benjamin Banneker Charter School information seminars and marketing strategy begin
April 1	Accepted faculty and staff
April 6	First all staff meeting
April 7	Student applications due
April 11	Admissions process begins with family interviews
May 1	Families notified of acceptance
	Building renovations completed and two year lease signed
May 6	First staff meeting to plan summer orientation sessions
May 8	Informational meeting for accepted families
May 13	Second staff meeting for summer orientation
May 15	Curriculum Review - May 15 - June 15
May 20, 27	Small group meetings to plan summer orientation program - July 15 - August 15
June 30	Summer Orientation assembly for parents, teachers and all staff
July 3	Informational meeting for accepted students and their parents; by grade

Sept 4 - 5	Regular school opens - Sept 4 for grades 3-5 and Sept 5 for grades 6-9. Staff training sessions -Sat, June 17, 24, and July 1, 1995
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EVIDENCE OF SUPPORT

The Benjamin Banneker Charter School's vision, character and mission have already generated the interest and support of a broad coalition of Cambridge parents, educators, professionals, community members, and local institutions. We have received support from Harvard Law School in the commitment of noted professors, Charles Nesson and Charles Ogletree. General support from the community is exemplified by the parent and community impetus and initiative behind the project. The numerous letters of support from various diverse sectors of the Cambridge community are perhaps the best evidence of the support that the Benjamin Banneker Charter School has received to date (See Appendix-A).

EDUCATIONAL PROGRAM

The educational program of the Benjamin Banneker Charter School is designed so that students can learn cooperatively and at their own paces. It will coordinate math and science, in addition to social studies and language arts, to create a cohesive theme and integrated schedule. The study of foreign languages will be introduced in the third grade, making fluency and knowledge of cultures associated with the languages possible by the eighth grade. Students' education will be enriched by frequent field trips to museums, universities, parks and waters, and other resources. The educational program is designed to include the expertise of parents through workshops in many topics. The overall objective of the educational program is to create a diverse and comprehensive learning community where every individual serves as both teacher and student.

As a result of participation in the program, students will master general skills such as the ability to make sense of complex situations and to solve problems that have more than one solution, similar to those in real life. Students will learn to work on extended investigations, formulate and refine hypotheses, collect and organize information, invent, design and evaluate their own ideas and products. They will also develop the abilities to be thoughtful, persistent, flexible, self-directed and confident, to work together to develop group problem-solving skills and to take pleasure in the process of learning. The mastery of these types of universal skills will aid students' success and achievement in specific curriculum areas.

Through seven academic curriculum areas, students will master a number of complex and multi-modal proficiencies during their six years at Benjamin Banneker Charter School (See Figure 3). Each subject area is structured so that students meet the following curriculum objectives:

Social Studies: Mastery of geography, history, and culture of the major regions of the world to foster understanding and acceptance of other peoples and to create a coherent view in which to comprehend world affairs.

Language Arts: Mastery of reading, writing, and speaking skills. Students must be able to express themselves clearly and critically in writing and speech.

Science: Students must be skilled in observation, collection of information, analysis, questioning, the use of scientific processes, proposing hypotheses, evaluating results, understanding major concepts, and understanding themselves and their surroundings.

Mathematics: Students must be skilled in reasoning, problem solving, analysis, deduction, induction, use of patterns for prediction, drawing logical conclusions, using models and properties to explain concepts, and estimation. Students must be able to work with measurement and conversion, symbols, and computation. Students must be able to perform whole and fractional number operations, use geometry and develop a spatial sense, use statistics, probability, and patterns.

Technology: Comfort and proficiency with computers, hardware and software, and related technologies.

Foreign Languages: Students will learn a foreign language, and will study the history and culture of the regions that speak the language.

Fine Arts: Students will develop an appreciation and familiarity with music, art, and literature, from classical to modern works.

TECHNOLOGY: CYBERKEY

Cyberkey is a simple combination of technologies that are designed to make students feel comfortable with computing technology. The computer, seen as a grown-up typewriter, carries with it all of the clan and cultural barriers of English language text. The computer, seen as an audio-visual medium, can be made much more accessible to disadvantaged children, who all too often have poor development of language skills. The Cyberkey is a combination of the tape recorder, camcorder, VCR, computer, modem, and software that permits the unit to function as a simple digital display and editing platform, as well as a sophisticated connection to the digital world that lies within the telephone jack. In related subject matter classes, students will learn about the simple technology of documentation. For example, they might start with assignments to tape record family members' or relatives' accounts of immigration or migration experiences. Students will learn how to edit their document into a product suitable for presentation. Similar lessons

will be taught using a camcorder, which can be viewed and edited through a computer. Once students begin to edit, they can search for audio-visual material to combine with their work. The goal of this process is to teach students that computers are resources they can explore and use as a means to express themselves. Students' products might be broadcast over the Cambridge Rindge and Latin cable channel or the Cambridge community access cable.

FIGURE 3- Detailed Curriculum Overview by Grade

GRADE 3

SUBJECT	CURRICULUM	CONTENT
Social Studies	"OUR WORLD": Geography and Ancient Civilizations	Prehistoric Man, Ancient African Civilizations, Egypt/Mesopotamia, Climactic zones
Language Arts	Creative and Expository Writing	Daily journal, Editing Process, Grammar, Reading, Oral presentations
Math	Review and Reinforcement of basic functions and applications	Addition and Subtraction, Multiplication and Division, Measurement, Brain teasers, Logic and Problem solving
Science	"OUR EARTH" : Geology and Earth Science	Weather, Atmosphere, Seasons, Erosion, planets
Foreign Language	Basic Introduction	Alphabets, Songs, elementary sentence construction
Music	Portuguese Folk Music	Songs and Stories
Art	Ancient Art	Cave paintings, Clay sculpture, Painting

GRADE 4

SUBJECT	CURRICULUM	CONTENT
Social Studies	Africa, South America and the Caribbean	Culture and History
Language Arts	Reading and Expository Writing	African and South American authors and subjects, Editing process, Researching and Library Work
Math	Review and Reinforcement of Intermediate Math Concepts	Long and Short Division, Fractions, Mixed Numbers and Decimals
Science	Plant and Tree Life	Reproduction, Sunlight and Species, African and South American Flora
Foreign Language	Continuing Language	Vocabulary, Language games, Spelling and Grammar
Music	Percussion and Vocal Expression	African drumming and singing, South American Music
Art	Art Appreciation	Colors, Clay, Painting and Drawing

GRADE 5

SUBJECT	CURRICULUM	CONTENT
Social Studies	Multicultural United States History and Geography	Early history, Pilgrims and Native Americans, American Revolution, Slave Trade, Civil War
Language Arts	American Literature and Writing Forms	Reading from American Authors and topics, Grammar, Journals and Letter writing, Research Papers
Math	Mastering Intermediate Math Concepts	Long Division, Fractions, Mixed Numbers and Decimals
Science	Life Science	Anatomy, Animal and Human Physiology
Foreign Language	Reading , Writing and Speaking Effectively	Accents, Punctuation, Idioms, Oral Tests, Conversations with Home speakers
Music	American Folk Music	Songs and Stories
Art	Early American and Native American Art	Perspective, Pen and Ink, Shading

GRADE 6

SUBJECT	CURRICULUM	CONTENT
Social Studies	United States Government and History	Constitutional law and justice, Industrial Revolution, 1920's, WWI & II, 1950's & 60's, Civil Rights
Language Arts	Reading and Writing	Topics and Authors from 1890-1990 America, Grammar, Creative Writing, Research Papers
Math	Transition Math	Translating numbers into word sentences, extension of the number line
Science	"HUMANS: Mind and Body"	Brain, Critical life systems and functions, nutrition, proteins and enzymes
Foreign Language	Reading, Writing and Speaking Effectively	Real life conversations, Reading Children's literature
Music	American and World Popular Music	Jazz, Blues and the Harlem Renaissance, American Folk and Pop music, World music
Art	American Art	Drawing, Painting, Murals

GRADE 7

SUBJECT	CURRICULUM	CONTENT
Social Studies	Comparative History; CHANGING WORLDS: Europe, Russian and Haiti	History and Culture, Current Trends and Changes in Government and Social Structure
Language Arts	Reading and Researching	European and Russian Authors and stories, Class projects and presentations on current events in Europe and Russia
Math	Pre-Algebra	Operations and models for problem-solving
Science	Electricity, Magnetism and Structure Circuits	Discovery and History, scientific inventions, Levers, Pulleys, Force, Resistance,
Foreign Language	Communication and Interaction	Study of Culture and History, Real life Conversations
Music	Haitian/ Creole Music	Songs and Stories
Art	European Art	French Impressionists

GRADE 8

SUBJECT	CURRICULUM	CONTENT
Social Studies	THE ASIAN CONTINENT	Chinese, Japanese and Korean histories, Ancient and Recent Chinese civilization and dynasties, Culture and History of India, Birth and Growth of Buddhism, Current Events and American Relations
Language Arts	Reading Research and Writing	Asian and modern American Literature, Japanese and Chinese Haiku, Arabic Folklore, Research on Current Events in Asia, Creative Writing and Grammar
Math	Algebra	Applications and operations with using systems
Science	"OUR BODIES" and Chemistry	Human development and Reproduction, Periodic Table, simple experiments, properties of objects
Foreign Language	Communication and Interaction	Study of Culture and History, Real life Conversations
Music	East Asian Music	Songs and Stories
Art	East Asian Art	Painting and Symbols

Units and topics to be covered for each grade level will be standardized to ensure that vital concepts are covered. All students must master certain major skills and learn specified concepts and themes within a pre-specified time period, while allowing students to work at their own paces to ensure thorough understanding. However, the educational program will use the innovative and effective teaching methods, such as, cooperative learning, or the integration of media and technology via Cyberkey instruction, that will access the program objectives to all students. Banneker Charter School teaching methods will place an emphasis on cooperative and interdisciplinary learning, a multicultural perspective, integration of technology, through group and individualized instruction. In any classroom on any given day, a visitor to the school would observe small group discussions, project based learning, and applications of personal experiences, which are integrated with work outside the classroom and field trips, and supported by creative and innovative teaching techniques. Teachers will have flexibility in implementing their curriculum and designing materials for students. A class learning about plant life may take a camcorder on the field trip to the Arboretum to see the varieties of plant life in greater Boston. Upon return to the classroom, using Cyberkey, students will use the computer to access materials on the Internet and the CD-ROM electronic publishing. Groups of students would then synthesize the combined resources into a presentation project for their peers and other students.

The educational program of Benjamin Banneker is structured into a school year that runs from September, after Labor Day, until June with academic programs during the summer. The school day will begin at 8:00 AM, with a five period academic class schedule, until 3:00 PM. Following the academic day, students will be involved in workshops, sports, study and tutoring sessions in the resource center and library. With the doors of the school open from 8:00 am until 9:00 PM, students, parent and the community will have the opportunity to take full advantage of the resources available to support and advance their scholastic and social growth.

SCHOOL DAILY SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00 8:55	bi-weekly all school assembly	Monday, Wednesday, Friday: grade 3-6 homeroom circle time, reading aloud grade 7-8 homeroom, group discussion, silent reading Tues, Thurs 3,4 Art; Music 7,8 Gym					
9:00 9:55	Language Arts in homeroom						
10:00 10:55	3&4 Science, 5&6 Mathematics groups 7&8 Mathematics groups						
11:00 11:55	grade 3-5 lunch and recess; grade 6-8 Foreign language of choice groups						
12:00 12:55	grade 3-5 Foreign language of choice groups grade 6-8 lunch and recess						
1:00 1:55	3&4 Mathematics groups, 5&6 Science 7&8 Science in lab						
2:00	Social studies in homeroom						
3:00 5:00	activities* resource cntr. library	activities* resource cntr. library	activities* resource cntr. library	activities* resource cntr. library	activities* resource cntr. library		
7:00 9:00	resource cntr. re-opens	resource cntr. re-opens	resource cntr. re-opens	resource cntr. re-opens	resource cntr. re-opens		

STUDENT PERFORMANCE

Instead of huge, stressful, and inevitably crammed-for mid-terms and finals, at the Benjamin Banneker Charter School, there will be smaller and more frequent quizzes, discussions, oral presentations, and tests throughout the year. In contrast to standard testing programs, the emphasis will be placed on measurement of knowledge and skill rather than just numbers and grades. Tests will not be the most important criteria for term evaluation; instead they will be frameworks by which to gauge each individual student's development and progress. If a class test poorly on a certain unit, this information will not simply go down in the grade books as poor scores and then be forgotten during the teaching of the next unit. A teacher will assess the advancement of the class on each unit and re-teach skills if she or he thinks it is necessary. Teachers will evaluate students annually in the Learning Report that will be shared with parents in one of the parent conferences. Students from grade five and up will be given the opportunity to evaluate their own work. The student 'self-evaluation' will provide each student with the opportunity to give an assessment of their work, effort and progress for the semester. Students will receive two progress reports and four report cards, and there will be three teacher-parent conferences each year.

In addition to non-traditional evaluation methods, the objective of assessment at the Banneker Charter School is not based on tracking and sorting, but rather an evaluation of students' effort and level of performance. For those students who need additional assistance, the Banneker Charter School will offer an innovative tutorial program. Students' difficulties with particular subject areas will be addressed in class, and the small class size will allow teachers to give students the attention that they need to learn. Classes will often be further broken down into smaller groups. Teachers will be able to go from group to group, and teach to each level, addressing individual and group problems on a regular basis.

Every Sunday, the Banneker Charter School will offer the "Helping Hand Program." Students may sign up for help sessions with their teachers to evaluate their progress,

identify areas they need to work on, and give them personal tutoring. Students may sign up singly or in groups. Teachers may also call a Helping Hand conference if they feel a student needs some personal attention or help. Daily, after school, evenings, and Sundays, the resource center and library will give students access to peer, university student, parent, and teacher tutors for help with any subject. Study and organizational skills' workshops will be available in the tutoring center. Summer school will offer preparation, tutorial and advancement workshops for all students. Students will be able to take a Summer Clinic workshop in the subjects that are difficult for them. The Resource Center and Library will also be available in the summer session.

Meeting and Measuring Learning Objectives

In recent years, a great deal of debate has arisen surrounding the issue of measuring the development of skills in school-aged children. This debate has intensified as vocal opponents to standardized testing have taken center stage. What is missing is an essential understanding regarding the role of standardized testing in schools. It is often the case that instructional testing is confused as accountability testing. At the Banneker Charter School, we have given great thought to both types of testing in our discussions of how we intend to measure the development of skills in our students.

Skills gained through classroom activities and instruction will be measured through:

- (1) Frequent Testing: Emphasis will be placed on assessment of knowledge and not on grades. Tests will measure progress, and this information will be used to tailor curriculum and instruction to meet the student's needs.
- (2) Research projects, writing assignments, and experiments will be used to assess the development of student skills.
- (3) Oral, as well as written testing, for foreign languages will be used to measure development.
- (4) Oral presentation of an eighth grade project will be a requirement for graduation.
- (5) Portfolio assessment.

Community members, teachers, parents, and testing "experts" will be gathered to set school-wide standards for reviewing portfolios, portfolios that include a compilation of the student's work. This system is based on the belief that the school, the teacher, and the parent want and need several measures with which to gauge how well his or her students

are performing according to a set criteria for the development of skills. Students will have a chance to address directly any concerns about his or her progress. Teachers will actively seek input through class discussions, direct questions, and student interviews. Standards for review will be developed before projects are started.

Testing for accountability purposes will be in the form of standardized testing and preparing, as well as through performance projects, such as the eighth grade project that is part of the graduation requirement. Testing for accountability purposes is used to ensure that students are able to achieve a set of common goals and objectives. Since the purpose here is to ascertain that many students are prepared, the form of this sort of testing is usually a timed paper and pencil instrument. This allows for the quick and timely collection and reporting back of results in a manner that is useful to the school, parents, students, and community in assessing how well they are meeting their goals in relation to others across the district, state, and country. It is important that we select a standardized test that is valid and reliable for our population of students. Therefore careful review will be given to the selection of the standardized tests.

We will use individual and summary statistics from this test to pinpoint weaknesses and strengths in our instruction. Round table discussions will be held between administrators and teachers, teachers and parents, teachers and students, and staff and community to discuss the results. The staff will also discuss the integration of the testing results into school wide strategic planning and allocation of resources.

ACCOUNTABILITY

The evaluation design of a program is often an accurate prediction of a program's ability to sustain itself over time. In light of this, we want to plan and develop an evaluation plan that will ensure the success of the Benjamin Banneker Charter School. Such a design must include input from the full range of people being served. Furthermore, it should be both formative and summative in nature, so as to permit feedback in such a fashion that facilitates the planning process. Taking these attributes into account, we came to the realization that no one static model of evaluation could adequately meet our demands. However, we found one dynamic model of evaluation that should be indicative of success: the transdisciplinary model.

The characteristics of the transdisciplinary model are explained in Scriven's 1993 article entitled "The Nature of Evaluation" that appears in a special issue of New Directions for Program Evaluation entitled *Hard Won Lessons in Program Evaluation*. Three notable attributes of the model are: (a) objectivity, (b) consumer-orientation, and (c) linkages. The model holds that evaluation is about determining the merit or worth of the individual and collective components of the program, and that this determination can be conducted in an objective manner. Secondly, the model has customer service as its underlying theme. It highlights the consumer's welfare as the primary justification of a program and stipulates that this relationship must be the focal point of any evaluation. Lastly, the model proposes linkages between evaluation and other processes of the program, such as staff planning.

To monitor our day to day functions, we will create a multi-tier electronic data base that will permit analysis of pertinent data in order to make consumer-oriented decisions. Moreover, such a data base would allow us to share information, in an anonymous nature, to others outside the immediate community who can advocate the idea of "Charter Schools": (a) policy makers at the state and federal levels, (b) researchers, (c) other community based programs, and (d) professors. The data base will be created at the start of the program. It will contain students' demographic data, along with data concerning the transformation of the students and the community over time. This model will allow us to

measure and evaluate the quality of our school's programs and services over time. In order to do this, we must collect data about the student when they enter, where they graduate, and how this experience transforms their future. This involves collecting multiple waves of data that will allow us to conduct growth modeling in accordance with time intervals.

The data base will serve as a comprehensive data set for evaluating the effectiveness of the program. It will be five-tiered in nature, containing pertinent data on the students who participate in the program, parents, teachers, staff, and the community. With respect to students, the data base will contain information on a wide range of indicators and outcomes concerning the quality of the program's services, including, but not limited to: (a) attitudes, (b) changes in self-esteem and self-confidence, (c) readiness for civic responsibility, (d) leadership skills, (e) public speaking skills, (f) sensitivity, and (g) literacy skills. With reference to the educational input mix surrounding staffing, the data base will compile information on policies and practices that directly affect the students we service. With regard to community-based organizations, the data base will contain relevant information that can be used to link our students with opportunities that will provide an outlet for them to test their skills and to reflect on their personal growth.

Information from the data base will be reported in various formats to meet numerous purposes. Some information will shape staff planning; while other information will contribute greatly to the on-going dialogue between the students, parents, staff, and the community. We plan to have a computer on every teacher's desk, and to have all computers linked by a web. A password control structure will control the flow of information to the various audiences. Training will be provided to all parents on use of electronic mail in order for them to receive electronic feedback on their child's progress. Every effort will be made to ensure that all parents receive this service, without regard to family income.

Both raw data and summary information will be reported to the Board of Trustees, which will make recommendations for programmatic changes. A trained data analyst will be sought to serve as an internal evaluator and assist the board in looking critically at the data.

Students will have an important voice in the evaluation process. To assess students' feelings concerning possible changes in program structure, we will provide various mechanisms for direct input: (a) suggestion boxes, (b) community forums, (c) student forums, (d) survey instruments at regular intervals, and (e) student interviews. The underlying force behind evaluation and planning will be to prepare students in a way that will be meaningful to society.

The Banneker Charter School will utilize the Jon Saphier's performance-based model of teacher evaluation. Evaluation will be conducted in a two year cycle, and will include the performance duties, such as classroom operation and management, and community standards, such as communication with students and parents/guardians.

Evaluation of the school administration will take place on a yearly basis and will include performance and community standards. A subcommittee of the Board of Trustees, in collaboration with one of our institutional partners, will develop the criteria for staff evaluations.

To assess the congruence between performance and stated objectives, and to determine the community support for the Banneker Charter School program, we will conduct both quantitative and qualitative evaluations of our school and its programs. One type of quantitative assessment will include a survey protocol designed to determine attitudes and opinions about the program from (a) parents, (b) community leaders and activists, and (c) local college officials.

Community and Public Accountability

By gathering data from the above constituents, it will be possible to determine if community leaders and others feel that the Banneker Charter School is serving its mission in the community. Additional qualitative assessment will include ethnographic based research surrounding the educational needs of the local community so that we can stand ready to direct available resources towards maintaining an on-going supportive role in the community at-large.

One vehicle for needs assessment will be a series of public forums in the format of "community meetings." We envision that these community meetings will also encourage

dialogue around community concerns. These community gatherings will also be opportunities to identify young people and parents who might demonstrate an interest in Benjamin Banneker. To encourage participation from all community residents, we will publicize these events with announcements in local community newspapers, and public service announcements on radio and television stations. Specifically, by doing this, we hope to reach out to those who would not normally attend community meetings. We will offer door prizes, raffles, and refreshments as one strategy to create excitement and to attract the public to the meetings. We will also feature concert performances to showcase community talent. Arrangements for transportation will take the form of car pooling, MBTA passes and van service. From these various methods of community assessment, we expect to receive community input on different perspectives and strategies, as well as increase community awareness of and involvement in the school's programs. We will be using this information to shape, design, and plan the day-to-day operations and services of the Benjamin Banneker Charter School.

Financial Accountability

Financial records will be kept in accordance with all Massachusetts laws and regulations governing school finance. The Benjamin Banneker Charter School Board of Trustees will be responsible for proposing, discussing, and approving yearly budgets.

HUMAN RESOURCE INFORMATION

The objective of the Benjamin Banneker Charter School is to employ a well qualified and diverse staff, dedicated to the attaining our school objectives. The Benjamin Banneker Charter School is an equal opportunity/affirmative action employer. The following are the standards that will be the cornerstone of our practice. It is expected that all teachers will demonstrate:

- * *high expectations for students and a genuine liking and caring of children;*
- * *possess a true interest and mastery of relevant bodies of knowledge in the subject(s) they teach;*
- * *employ a large repertoire of teaching strategies that are drawn on to help each student succeed;*
- * *be effective in enlisting parents as partners in furthering the mission of the Benjamin Banneker Charter School;*
- * *be respectful and appreciative of cultural and linguistic diversity;*
- * *provide a secure classroom environment that fosters active learning and an atmosphere of mutual respect; and*
- * *display a collegial spirit that supports and enhances continual professional growth consistent with the educational goals and philosophies of the system and with given schools or programs.*

Teachers will be recruited and hired based on their understanding and commitment to the type of educational experience we are trying to build within the Banneker Charter School. A hiring committee in conjunction with the Board of Trustees will rate each applicant based on a seven step evaluation system. In the first phase, resume screening, the hiring committee will maintain and update information that will include a comprehensive application form, resume, certification documentation, and letters of reference for each candidate.

Each teacher-hiring process will include initial and finalist interviews, and classroom observations. In the Initial Interview each candidate should bring along artifacts of their teaching, such as unit plans, classroom materials, and samples of student work. Questions will be designed to elicit information that will allow members of the committee to assess a candidate's qualifications in context with the Banneker Charter School objectives. The same questions will be posed to each candidate. Follow-up questions

geared toward obtaining expanded information about a candidate's qualifications or clarifying earlier responses to questions are encouraged at the conclusion of each interview. Questions will be objective in nature, job related, and avoid any reference to a candidate's ethnic background, religious or sexual preference, marital status, physical capabilities, or other matters of a personal nature.

The third phase of evaluation is the Ranking and Discussion of Candidates Qualifications where the hiring committee will individually rank candidates at the conclusion of the interview session. The Committee Chair will prepare a matrix to identify finalists. After determining finalists from the interviews, the hiring committee will engage in the fourth phase of evaluation, a Classroom Observation of the finalist (s). This observation may be in the form of a site visit; a demonstration lesson conducted in a classroom, or viewing a videotape.

Those candidates who have successfully completed the first four stages will have a Final Interview with the Director of Schools and Hiring Committee. Following the second interview the hiring administrator should contact references to supplement the information obtained through the interview processes and classroom observations. Ideally, references will include a supervisor, a colleague, the parent of a student, and at the secondary level, a student. Questions posed to references will reflect the specific concerns raised by the Hiring Committee about the particular applicant as well as contain some open-ended, evaluative questions. Feedback will be given to Committee members on the results of the reference checks.

The final determinant of a candidate's qualification and acceptance into the Banneker Charter School as a teacher is based on the Hiring Recommendations and Decisions from the Director of Schools in the form of a written summary of the candidate's performance. The recommendation should give insight into the opinions expressed by the Hiring Committee members during the discussions. The Director of Schools will be available to meet with the Hiring Committee prior to formalizing his/her recommendation should the recommendation differ from the Committee recommendation.

Professional Support and Development at the Benjamin Banneker Charter School

The rigor of the hiring process is designed to ensure that only educators of the highest quality and caliber teach at the Banneker Charter School. Once educators begin teaching in the school, they will find themselves in an open learning community, conducive to effective teaching and learning. Classes will be small, administrative hierarchy will be minimal and traditional bureaucracy non-existent. For year one, 1995, we anticipate a staff of 1 Director of Schools, 8 teachers, 2 support staff (secretary and accounts clerk), and two custodians. The ratio of teacher to student is 1:20; staff/student is 1:9.

Teachers will find much support and appreciation for their experience and talent. The founders of the Benjamin Banneker Charter School realize that professional development is an integral part of schooling and that lack of proper pre and in-service education cripples a teacher's ability to be an effective educator. Research has demonstrated that professional development has the most impact on teachers and students when it is comprehensive and on-going instead of a hodgepodge of uninformative workshops scattered throughout the school year. The Banneker Charter School will offer an integrated professional development program that exposes teachers to new information in their field, allows them to learn new and innovative teaching strategies, and supports the development of other essential skills, such as learning to work with parents and communities. Currently, we are in negotiations with TERC, the Harvard Graduate School of Education, the Harvard Principal's Center, the Harvard Urban Superintendent's Program, and Wheelock College to develop a professional development program that will best meet the needs of our teachers and school.

Human Resources Policies

1.) *Salaries*

All final Benjamin Banneker faculty and staff salaries are negotiated through the collaborative efforts of the Director of Schools (Principal) and the Board of Trustees. Some salary guidelines have been established for faculty and staff. The following faculty salary guidelines have been established. Uncertified teachers without graduate degrees suggested salary guidelines are \$15,000 - \$25,000. Uncertified teachers with graduate degrees suggested salary guidelines are \$20,000 -- \$35,000. Certified teachers without graduate degrees suggested ranges are \$25,000 -- \$35,000. Certified teachers with graduate degrees suggested salary ranges are \$30,000 -- \$50,000. Staff salaries and suggested guidelines include: a) Director of Schools (Principal) suggested salary guideline of \$60,000 -- \$70,000; b) Admission Officer suggested salary guideline of \$30,000 -- \$50,000; c) Clerical Staff salary guidelines of \$15,000 -- \$25,000; and d) Custodian salary guideline of \$15,000 -- \$20,000.

2) *Contracts*

In our discussion of school governance we indicated some of the groups and organizations that might contract services with the Benjamin Banneker Charter School. All contracts are negotiated and signed by a representative from the Board of Trustees for the board, and the Director of Schools (Principal). Additional contracts may be negotiated with bus companies, Archdiocese of Cambridge and other agencies.

3) *Hiring/Dismissals*

As mentioned previously, all final hiring decisions are done collaboratively by the Director of Schools and the Board of Trustees of the Benjamin Banneker Charter School. In a previous section we outlined the hiring procedures for faculty and staff. The paragraphs below detail the procedures to be used for disciplinary and or dismissal proceedings.

The detailed Dismissal Policy will include:

- a) Disciplinary Actions
- b) Probation Period
- c) Involuntary Termination
- d) Grounds for Involuntary Termination
- e) Maintenance of Personnel Records

4) *Benefits Package*

The Benefits Package for Benjamin Banneker employees has been set at 28%. The actual breakdown of this figure will be clarified at a later date. The components of the benefits package include: Health Insurance (80% of current Harvard Community Health Plan), Pension (5% of salary), Sick Leave (10 days), and FICA (\$1,841.00)

SCHOOL GOVERNANCE

The Benjamin Banneker Charter School will use a community-based model as its internal form of management. The Board of Trustees (Board) will consist of sixteen members who represent the entire spectrum of the Banneker Charter School community in terms of gender, race, nationality, age, and socioeconomic background. The Board will include teachers, parents, students, support staff and local community leaders. The Board will serve as the administrative mechanism to facilitate the effective and efficient inter-working of the Banneker Charter School. The Board will be a vehicle for addressing and resolving issues related to achieving the goals of school-based management (i.e., accountability, admissions, curriculum, fiscal stability, transportation and other school-related matters). The Board will determine the appropriate method and procedures for implementing the mission of the Banneker Charter School. A majority vote of the Board, when a quorum is present, will deem all decisions or recommendations valid.

In addition, an executive committee (Committee) will be part of the Board. The Committee members will consist of the president, vice president, clerk, treasurer and the Director of Banneker Charter School. The Committee will handle issues that the Board is unable to resolve. The Committee will have five (5) days in which to resolve each issue on its agenda. Also, the Committee shall convene on an as-needed basis to evaluate the status of the Banneker Charter School.

As the attached letters of support suggest (see Appendix A), the Banneker Charter School may contract with outside groups or agencies to manage certain services. The following is a list of the services that the Banneker Charter School may contract with others to manage:

- * Teacher development (The Banneker Charter School is considering contracting with TERC to provide this service.);
- * After school activities (The Banneker Charter School is considering contracting with Summerbridge-Cambridge to provide this service.);
- * Math /Science curriculum (The Banneker Charter School is considering contracting with TERC to provide this service.); and

- *. Weekend educational activities (The Banneker Charter School is considering contracting with the W.E.B. DuBois Academy, Inc. to provide this service.).

The founding coalition of the Benjamin Banneker Charter School will select 75% of the initial Board. Within the first six months of operation, the Board will select the remaining 25%. The Board members will serve either a one, two or three year term, but may not serve longer than six years, consecutively. All subsequent Board candidates must be nominated by a current member of the Board. A Board candidate must prepare a presentation to the Board describing what contributions he/her will bring to the Board or to the school.

Two members of the Board will be 8th grade students who are selected by the student body. The student members will serve one year terms. Two slots on the Board are for local community leaders. The local community leaders will serve one or two year terms on the Board. Teachers, support staff and parents will each have four slots on the Board. The Board terms for these members can either be one, two or three years. The Board will decide the length of the terms for these members.

In addition to powers and responsibilities identified in M.G.L., c. 71, s. 89, the Board will be empowered with the following roles and responsibilities:

1. To implement the governing policies that will adhere to the mission of Benjamin Banneker Charter School
2. To approve all appointments for staff and teaching positions;
3. To oversee all school related operations, including but not limited to: curriculum, budget, recruitment of staff and students, physical plant, disciplinary actions, and community relations; and
4. To set the academic calendar and classroom schedules.

The board will set the tone and determine the broad agenda to meet the mission of the Benjamin Banneker Charter School. In keeping with this, the Board will be representative of and be sensitive to the needs of teachers, administrators, students, parents and the community.

The Board will be responsive to suggestions and grievances, and will act in the best interest of the school. The Board will be open to the public and in accordance with the Open Meeting Law (M.G.L., c. 39, s. 23A-C), and meeting minutes will be available to the public. This will make it possible for other members of the Benjamin Banneker Charter School community to have a voice in the direction of the school. Also, announcements of proposed Banneker Charter School policy changes will be distributed to all concerned parties. Input and debate on all issues will be encouraged.

Students and parents will play an integral part in all phases of decision-making at the Banneker Charter School. Both groups will be represented on the Board. In addition, parents and students have key roles managing the daily operations that effect the school. The parents, students, teachers, staff and the administration will form a Joint Coordinating Council (Council). The Council will be responsible for the following tasks:

1. Coordinate the programs that enhance the learning experience;
2. Monitor academic development of the students and career development and compliance with the Education Reform Act of 1993;
3. Facilitate the governing policies;
4. Share ideas about how to make the Benjamin Banneker Charter School a nurturing environment;
5. Address the needs and concerns that are detrimental to the learning process;
6. Hold weekly meeting; and
7. Serve as the official communication link between all of the groups associated with the Banneker Charter School.

SCHOOL COMMUNITY

The entire purpose and mission of the Benjamin Banneker Charter School are based on creating a different and improved type of learning environment for students. The school is designed to be a community that will support the development and achievement of minority, low-income, and disadvantaged students in a way in which the Cambridge public school system has not been able to do. Despite an innovative curriculum, unique pedagogical focus, an expert teaching force and a solid governance model, the founders of the school see that the true effectiveness of the school lies in its commitment to the principle embodied in the ancient African adage "It takes a whole village to raise a child." The Benjamin Banneker Charter School is a community of parents, teachers, administrators and neighborhood leaders from the wider community responsible for the care and education of its children. The school community will foster self-expression, self-discovery, acceptance, curiosity, pride and excellence. It will be an environment where students, teachers, parents, and administrators will work together as an educational team, and also as a unified community in which each member feels that they make a difference.

An environment such as this cannot be created from vision alone, therefore, we have developed a number creative strategies that will facilitate the solid development of the community we seek to create. The school will have a welcoming, educational, accessible environment for both students, parents, and community members. Every day after school until 5:00 PM, and then again, from 7:00-9:00 PM, the tutoring and resource center and the library will be open to all students. Here, all members of the community may use the computers to write a paper, the library to research a project, or receive tutoring from a peer, a volunteer college student or a parent. Summer and fall orientations as well as all-community activities will help create unity and a feeling of family. We will encourage volunteer work and community service for all ages including a Saturday program that each student will participate in at least once a month that will entail service at homeless people's centers, recycling work, maintenance work at the school and throughout the city.

One of the most fundamental components of the Benjamin Banneker community is to create an environment where parents feel welcome and involved in all aspects of the school. Parents will have a lounge located in the school that will be available to them anytime the school is open. Parents can use this space to meet and organize parent or all-school events or meetings, prepare material for a workshop or simply stop by for a cup of coffee before heading over to volunteer at the tutoring and resource center. A parent contract will encourage parent participation and commitment to their children's education and school development.

REPLICABILITY AND DISTRICT RELATIONS

At the present time the Banneker Charter School is exploring the possibility that the Harvard Project on Schooling and Children headed by Katherine E. Meserth (see Appendix A) might be able to assist our school in the complex process of replicating our educational model within the Cambridge Public Schools' elementary schools. In addition, we have begun discussions with Replication and Program Services, Inc. (see Appendix B), a national non-profit organization established to define and promote social program replication and to facilitate the transfer of program experience.

BUILDING OPTIONS

Our financing options would include negotiation of advance funding of operating funds from the Cambridge School Department, enabling us to secure a long-term building lease or building ownership. We will pursue grant funding opportunities and corporate and private donations. The school is conveniently located near the public transportation system, a sizable park and a newly built youth center. The school itself has a classic American school infrastructure and can be easily webbed electronically for technology and computer use, yet needs some renovation.

We are currently negotiating with the Cambridge Archdiocese to utilize a building at 134 Norfolk Street, (at the corner of Norfolk and Essex St.) in Area IV, Cambridge. We have had the opportunity to examine this building thoroughly, in the company of Stephen Demos, a certified architect who is presently working for the State of Massachusetts on the Harbor Tunnel Project. We are enclosing a copy of his letter, along with his extensive evaluation of the building. (See Appendix B).

If agreement with the Archdiocese is reached, we will be occupying the top two floors of the old Saint Mary's School building. These top two floors contain twelve 30'x40' classrooms (six per floor). In addition, each floor contains toilet, water closet, and lavatories. There is a science room on the fourth floor. Mr. Demos has concluded that there will be three major renovation expenses. The first of which is the installation of an elevator. The second major expense will be meeting ventilation requirements, and the final expense will be the installation of a sprinkler system.

We anticipate negotiating with the Archdiocese to share these expenses, as all three of these renovations will greatly increase the overall value of the building. Our financial estimation for the renovation of this building is approximately \$100,000. We anticipate that the Archdiocese will provide at least 50% of these costs in lieu of an extended lease. Therefore, our cost would be \$50,000, for which we would attempt to fund-raise and use any seed money we receive from the state. Finally, we have spoken with the Archdiocese about securing an option for possibly occupying the entire building (all four floors) at some time in the future. This concludes our present options; suitability

' of the facility (Demos' report); plans to renovate and bring the facility to compliance (Demos' report); and our future plans and financing prospects.

CODE OF CONDUCT

The Code of Conduct for the Benjamin Banneker Charter School will be in compliance with M.G.L. c.71, s.37H. The Benjamin Banneker Charter School will be a school where the sense of community and commitment to the mission and values of the school will make the "codes of conduct" implied and understood. However, students who are disruptive, uncooperative, or destructive either in class or around the school, and whose behavior is such that the teacher is unable to handle it, are to be immediately referred to Director of Schools. The Code of Conduct for Special Needs students will be in compliance with M.G.L. c.71B, known as the Chapter 766 Laws.

The school will not tolerate the use of profanity, racial or ethnic slurs, homophobic comments, sexual harassment, threatening gestures and languages, and other types of disrespectful language. Students will be disciplined for such behavior. Students are expected to follow all school rules during all school-sponsored events whether on campus or off campus, including athletic practices and events, assemblies and plays, field trips, class and club trips, after-school associated programs and off-campus activities. Students who fail to conduct themselves in a proper manner face school discipline, including possible suspension.

Students must realize that the school has an obligation to protect everyone in the school and to provide an environment in which learning can take place. Students who put others in danger or disrupt the learning situation will be disciplined. While the school does not like to suspend students, suspensions from school may occur for any of the following reasons:

- a) acts of violence: fighting/assault, use of physical force, causing harm to others, hazing, threats of intimidation, and sexual harassment;
- b) destruction of property, vandalism, theft, forgery, gambling.
- c) alcohol and substance abuse: being under the influence of alcohol, and the use, possession, and sale of drugs;
- d) threats to the educational environment: intentional disruption, cheating and academic dishonest, persistent truancy, excessive tardiness.

Every student is entitled to full consideration under the law and also entitled to its full protection. DUE PROCESS stands as a protection of all rights and assures that every aggrieved student shall be fairly heard and judged. A hearing will be held with the child and parent/guardian prior to any suspension. Suspensions may be for one to five days. Suspension will be recommended only as a last resort.

As a learning community of sharing and support, it is unlikely that expulsions of students will be necessary and, and it will be strongly discouraged. However, for those instances where mediation and other assistance are not possible, students will be expelled. Such instances are detailed in the Commonwealth of Massachusetts Educational Reform Act of 1993, stipulating that any student who is found on school premises, or at school-sponsored or school related events, including athletic games, in possession of a dangerous weapon, (M.G. L. c. 269, s. 10), or in possession of a controlled substance as defined in M.G.L. c 94, s. C, including, but not limited to, marijuana, cocaine and heroin, may be subject to expulsion from the Benjamin Banneker Charter School by the Director of Schools. Additionally, any student who assaults an administrator, a teacher, or teacher's aides, or other member of the staff, on school premises, at school-sponsored, or school-related events, including athletic games, may be subject to expulsion from the Benjamin Banneker Charter School by the Director of Schools. In addition, our school will be a tobacco-free environment in compliance with the 1993 Massachusetts Education Reform Act, M.G.L. c.71, s.37H.

TRANSPORTATION

Transportation will not be a difficult problem for Benjamin Banneker Charter School students and families. The MBTA system of buses and subway provides excellent transportation for students both within Cambridge and for those who reside outside in the greater Boston area. Lance S. Carter, transportation manager for the Metropolitan Council for Educational Opportunities (METCO), has informed us that students participating in charter schools may have access to existing transportation provided by the Cambridge Public Schools (see Appendix B). We intend to make use of this provision by either a "home to school routine" or a "sweep system," where students are picked up at central "nodes."

The help of local and external school district public transportation buses will be of great value. A Banneker Charter School official will work to coordinate these various public transportation systems. For those students who spend later hours at school, we intend to make available special daily buses for these students. In addition, we will encourage parent "car pooling" to transport students leaving well after school hours.

SPECIAL NEEDS AND BILINGUAL STUDENTS

One of the most important issues that the Banneker Charter School will be addressing is that traditional public schools continually misclassify many minority students as "special needs". The Benjamin Banneker Charter School will provide strict assessment of prospective students by highly trained personnel in order to avoid such mistakes and patterns of discrimination. For those students who are identified as special needs, we will work with parents, teachers, and certified personnel to create an effective individualized education plan (IEP). When students are admitted to the Banneker Charter School, they will be evaluated based on their level of ability and achievement. Students' learning styles and environmental needs will also be assessed. Based on the results of this evaluation, we anticipate that many students will be able to participate in the mainstream educational program of the school. For those students who need individualized programs, control structures will be set in place to ensure accountability in providing effective service to those in need of special education services. These control structures will also monitor the movement into and out of special needs services to ensure: 1) efficiency, 2) cost control, 3) effective allotment of resources of people and funds, and 4) sufficient plans for cost reimbursement.

The guiding philosophy of the Benjamin Banneker Charter school is based on the creed of multicultural education that emphasizes the perspective, culture and contributions of all peoples. Based on this belief, bilingual students will be an integral part of the school community. The school will also meet the specific need of bilingual students to master the English language and become better acclimated to the culture and traditions of the United States while retaining their rich heritage. In accordance with M.G.L.c. 71A, we will have one staff member, certified in bilingual education for every 20 bilingual students of the school community. Our program for bilingual students will be developed according to the goals outlined in "Striving for Success: The Education of Bilingual Students," a Report of the Bilingual Commission, December, 1994. Specifically this means participation of bilingual students on equal terms in the mainstream of education, and includes: accountability for English language growth and overall educational results, evaluation and

' recognition of the student's ability in their first language, involvement of parents/guardians in placement choices and the education of their child, and access to the full range of academic subjects taught in the language that the student understands.

Additionally, the Banneker Charter School will create a suitable environment for diversity of languages and cultures that will sustain and nourish student sensitivity, respect, and support for an effective learning environment.

20. FUNDING

A. Start Up Budget

Our plan is to limit expenditures during the start up period to the \$50,000 granted as seed money. However, we will actively seek contributions to supplement this amount. Most computer hardware purchases will be deferred until the beginning of the school year. Since the site of the school is a former school, owned by the Archdiocese, renovations needed are minimal (approximately \$150,000) and relate to building codes for accessibility. It is our expectation, based on preliminary discussions with the Archdiocese, that the majority of these costs will be funded by the Archdiocese in order to make the space rentable. The remaining costs can be amortized over the term of the lease as additional rent. (Our 5 year projection for rent is slightly high to address this contingency).

Start Up Budget

Revenue

State Start-Up Funds	\$50,000
Contributions	<u>8,000</u>
Total Revenue	\$58,000

Expenses

Salaries (Principal/clerical - 1 month)	7,083
Fringe Benefit	1,983
Office Equipment/furniture	3,000
Classroom furniture	25,000
Instructional Supplies	5,000
Administrative Supplies	3,000
Miscellaneous (telephone, printing, mail)	3,000
Rent (1 month)	<u>9,166</u>
Total Expenses	\$57,232

B. Five Year Operating Budget (see attachment)

The five year operating budget emphasizes our commitment to personalized instruction and the creation of an environment that stimulates the student's eagerness to learn. Funds have been maximized in the area of direct program costs and professional staff, while administrative costs are minimized to the extent possible. The program is designed to operate on the per-pupil expenditure for the City of Cambridge, but we will actively seek additional funding from corporations and foundations.

We have purposely developed an expense budget that is less than projected revenues. This we hope will provide flexibility to reassess program strengths and weaknesses annually and continually make improvements.

BREAD AND ROSES CHARTER SCHOOL BUDGET - ASSUMUPTIONS

GENERAL ASSUMPTIONS

	1995	1996	1997	1998	1999
Number of Students	160	200	240	256	272
Number of Teachers	16	20	24	26	27
Student to Teacher Ratio	10 :1				

REVENUE ASSUMPTIONS

Per Pupil Fees	200
Student Reimbursement	8,500

DIRECT PROGRAM COSTS

Transportation	50 per student
Instructional Supplies	400 per student
Computer Hardware	7,500 per classroom (3 computers and one printer + upgrades)
Computer Materials	50 per student
Extra Curricula Activities	50 per student
Field Study	100 per student

PERSONNEL

Teachers	Salary
New (50%)	25,000 /year escalating @ 3% a year in years 3-5
Graduate Degree (50%)	50,000 /year escalating @ 3% a year in years 3-5
Clerical	
Secretarial	20,000 (1 in year 1, 2 in each subsequent year)
Accounting Clerks	35,000 (1 in year 1, 2 in each subsequent year)
Custodians	20,000 (1.5 in year 1 and 2, 2 in each subsequent year)
Staff Development	1,500 per teacher
Substitute Teachers	90 /day x 6 days/teacher
Fringe Benefit	28%

BUILDING COSTS

Gross Square Footage	10,000	10,000	15,000	15,000	15,000
Rent/sq ft	\$11.00				
Maintenance/sq ft	\$1.00	1.03	1.06	1.09	1.12
Utilities/sq ft	\$3.00	3.09	3.18	3.28	3.38

ADMINISTRATIVE COSTS

Supplies	Increases by inflation in years 3 - 5
Equipment Rental/Maint	Copier, fax, printer, audio visual; increase by inflation in years 3 -5
Telephone	Increases by inflation in years 3 - 5
Accounting Fees/Audit	Increases by inflation in years 3 - 5
Printing	Increases per number of students in years 3 - 5
Postage & shipping	Increases per number of students in years 3 - 5
Furniture	Increases by \$150/additional student and \$600/additional teacher
Marketing/Recruitment	Increases by inflation in years 3 - 5
Insurance Expense	\$80 per student
Inflation Factor	3%

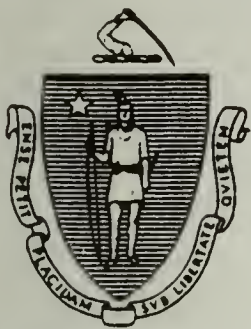
BREAD AND ROSES CHARTER SCHOOL OPERATING BUDGET

Five Year Projection

	1995	1996	1997	1998	1999
REVENUES					
Student Fees	32,000	40,000	48,000	51,200	54,400
Student Reimbursements	1,360,000	1,700,000	2,040,000	2,176,000	2,312,000
Grants and Contributions	0	0	0	0	0
TOTAL REVENUES	1,392,000	1,740,000	2,088,000	2,227,200	2,366,400
EXPENSES					
<i>Direct Program Costs:</i>					
Instructional Supplies	64,000	80,000	96,000	102,400	108,800
Computer Hardware	79,200	69,600	30,000	19,000	11,500
Computer Materials	8,000	10,000	12,000	12,800	13,600
Field Study	16,000	20,000	24,000	25,600	27,200
Extra-Curricula Activities	8,000	10,000	12,000	12,800	13,600
Transportation	8,000	10,000	12,000	12,800	13,600
<i>Total Direct Program Costs</i>	183,200	199,600	186,000	185,400	188,300
<i>Salaries and Benefits</i>					
Principal	65,000	65,000	66,950	68,959	71,028
Teachers	600,000	750,000	927,000	1,014,585	1,106,386
Clerical	55,000	110,000	113,300	116,699	120,200
Custodians	30,000	30,000	41,200	42,438	43,709
Fringe Benefits	210,000	267,400	321,566	347,950	375,570
Substitute Teachers	8,640	10,800	12,960	14,040	14,580
Staff Development	24,000	30,000	36,000	39,000	40,500
<i>Total Salaries and Benefits</i>	992,640	1,263,200	1,518,976	1,643,669	1,771,973
<i>Building Costs</i>					
Rent	110,000	110,000	165,000	165,000	165,000
Maintenance	10,000	10,300	15,900	16,350	16,800
Utilities	30,000	30,900	47,700	49,200	50,700
<i>Total Building Costs</i>	150,000	151,200	228,600	230,550	232,500
<i>Administrative Costs</i>					
Supplies	6,000	6,000	6,180	6,365	6,556
Equipment Rental/Maintenance	8,000	8,000	8,240	8,487	8,742
Telephone/Communications	5,000	5,000	5,150	5,305	5,464
Accounting	2,000	2,000	2,060	2,122	2,186
Printing	4,000	4,000	4,800	5,120	5,440
Postage and Shipping	3,000	3,000	3,600	3,840	4,080
Furniture		8,400	8,400	3,600	3,000
Marketing/Recruitment	2,000	2,000	2,060	2,122	2,186
Insurance Expense	12,800	16,000	19,200	20,480	21,760
<i>Total Administrative Costs</i>	42,800	54,400	59,690	57,441	59,414
TOTAL EXPENSES	1,368,640	1,668,400	1,993,266	2,117,060	2,252,187
EXCESS (OR DEFICIENCY)	23,360	71,600	94,734	110,140	114,213
BEGINNING FUND BALANCE	0	23,360	94,960	189,694	299,834
ENDING FUND BALANCE	23,360	94,960	189,694	299,834	414,047

APPENDIX A

LETTERS OF SUPPORT



The Commonwealth of Massachusetts

HOUSE OF REPRESENTATIVES
STATE HOUSE, BOSTON 02133

ALVIN E. THOMPSON
REPRESENTATIVE
28TH MIDDLESEX DISTRICT
CAMBRIDGE

Public Service, Vice Chair
Rules Committee

ROOM 171, STATE HOUSE
TEL. 617-722-2783

November 21, 1994

Piedad F. Robertson
Secretary of Education
Room 1401, McCormack Building
One Ashburton Place
Boston, MA 02108-1696

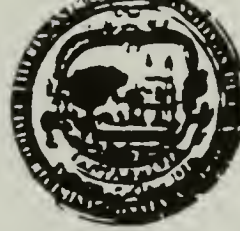
Dear Piedad,

Once again I am writing a letter of strong support for the Bread and Roses Charter School proposal. I have had the opportunity to review this innovative proposal, and I think that the math/science focus coupled with the integration of computer technology and multicultural education makes this a truly original and thoughtful proposal. I am also impressed with the multiracial, multiethnic group of parents, teachers, and administrators that make up this grass roots initiative. Since their unsuccessful first attempt, this group has been busy planning and garnering significant support and collaboration from some impressive organizations including: WGBH, TERC, W.E.B. DuBois Academy, Summerbridge (Cambridge), Harvard Law School and the Kennedy School of Government, Jannastics, and by the February 15, 1995 deadline who knows how many other Cambridge groups will join this truly cooperative Cambridge community effort.

I, unequivocally and totally, support this proposal. I think that its truly a stroke of genius to decide to locate in the Area Four neighborhood. This neighborhood desperately needs such an educational facility to rejuvenate that area. I don't think you will find a proposal as innovative as this, and which has engendered such widespread community support. I, once again, urge you to grant the Bread and Roses Charter School a Massachusetts Charter.

Sincerely,

A handwritten signature in cursive script, appearing to read "Alvin E. Thompson".



OFFICE OF THE MAYOR

CITY HALL, CAMBRIDGE, MASSACHUSETTS 02139

(617) 349-4321

Fax (617) 864-9950

Kenneth E. Reeves
Mayor

February 15, 1994

To Whom It May Concern:

I would like to express my strong support for the Charter School initiative here proposed. This school, to be located in Central Square, the heart of Cambridge, will address a dire and long-standing educational need here.

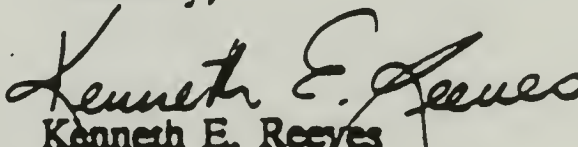
As Mayor of Cambridge, I serve as chairperson of the Cambridge School Committee. During the past year, I co-chaired a Task Force on the Potential of Students. This Task Force brought together school administrators, parents, teachers, and youth advocates from a variety of backgrounds in an attempt to determine whether all of Cambridge's children were receiving an equal, quality education. Furthermore, we were concerned with whether our schools were providing children with the mathematics and science skills which will be required for job competitiveness in the upcoming century.

We were concerned and challenged by our findings. Blacks and Hispanics do not always receive an equal education, particularly in the areas of mathematics and science. And while the Cambridge Schools have worked hard to address such inequities by such measures as the institution of a city-wide algebra requirement for all eighth graders, gaps in education continue for many of our poorest communities.

It is my belief that the proposed charter school will help remedy this situation by providing a challenging and encouraging academic environment for ethnic youths, thus helping to better prepare our children for success in the future. I am impressed and confident in the abilities of those who have worked so hard on this initiative, and look forward to their involvement in the education of Cambridge's children.

I hope that you will support this initiative. Cambridge needs this school.

Sincerely,


Kenneth E. Reeves
Mayor



HARVARD UNIVERSITY
Graduate School of Education

Administration, Planning, and Social Policy
4th Floor Gutman Library, Arpian Way
Cambridge, Massachusetts 02138-3704

Urban Superintendents Program
Phone (617) 496-4828
Fax (617) 496-3095

February 17, 1995

To Whom It May Concern:

I am pleased to write this letter of strongest recommendation for the Benjamin Banneker Charter School. The Planning Committee of Banneker is applying for charter school status under Massachusetts Education Reform Legislation; I have collaborated with the committee on the application for the last year.

Over that time I have worked primarily with William McLauren and Caroline Hunter Williams, two of the most dedicated educators in Cambridge. My interest in the charter petition was piqued by their enthusiasm for and commitment to a child-centered, multi-cultural and academically rigorous vision for this unique elementary school.

Banneker Charter School has the potential to accomplish the equity and excellence goals for disenfranchised, school-dependent children and their families that McLauren, Williams, parents and I endorsed during my superintendency in Cambridge. In fact, I am pleased that the proposed charter school has the endorsement of the Cambridge mayor.

What will Benjamin Banneker Charter School look like? The dreams that we hold for all our children, rich or poor:

- Rigorous academic program, focused on mathematics and science
- Vibrant multi-cultural, *integrated* curriculum
- Interactive multi-media and technology
- Student and teacher initiated research and production of materials
- Parent and community empowerment
- Absolute belief in the educability of *all* children at *high* levels

In summary, we will be guided by the African proverb: It takes a village to raise a child. Banneker will be such a village.

Based on the above, I give Benjamin Banneker Charter School my highest endorsement and encourage you to review this application positively. If you have any questions, please call me at 496-4827.

Thank you for your concern.

Robert S. Peterkin

Director, Urban Superintendents Program
and Francis Keppel Senior Lecturer on Educational Policy and Administration



HARVARD PROJECT ON SCHOOLING AND CHILDREN

14 STORY STREET, SECOND FLOOR
CAMBRIDGE, MASSACHUSETTS 02138
TEL: (617) 496-3785 • FAX: (617) 496-4488

KATHERINE K. MERSETH
Executive Director

February 24, 1995

Mrs. Kathy A. Reddick, Chair
Benjamin Banneker Charter School
209 Rindge Avenue, Apartment #1
Cambridge, MA 02140

Dear Mrs. Reddick,

Through conversations with Caroline Hunter and William McLaurin, I was very interested to learn of your plans to develop a charter school in the City of Cambridge. I have had an opportunity to review a draft of the proposal and discussed it with Bill and Caroline. The proposal does an excellent job identifying the needs of low income, disadvantaged children at the elementary school level in Cambridge. Being a former mathematics teacher and school administrator, I was very pleased to see the emphasis on math and science. Our current educational systems simply fail to attract and hold the interest of young students in these fields.

As the Executive Director of the Harvard Project on Schooling and Children, I can tell you that efforts such as the Banneker Charter School are of great interest to the university. The Project represents a university wide commitment to enhance the learning of children and to support the institutions that educate them. Thus, depending on the ultimate design and function, the Harvard Project would like to explore ways in which Harvard can support the school. Certainly the areas of research and evaluation, curriculum development, teacher education and support for the adults who work with children are of interest to us.

I hope that the state will look favorably upon your proposal and grant a charter to the Benjamin Banneker School. Educational systems need innovation and the development of opportunities to learn from these experiments. I hope you are successful.

Sincerely,

Katherine K. Merseith

KKM



HARVARD LAW SCHOOL

CAMBRIDGE, MASSACHUSETTS 02138-2916

CHARLES R. NESSON

WILLIAM F. WELD
Professor of Law

November 18, 1994

*To the Department of Education
Commonwealth of Massachusetts.*

I, together with colleagues at Harvard Law School and the Kennedy School of Government, have been working for some time on a project to launch an electronic extension of Harvard University focused on problems and methods of learning and teaching in the electronic age.

Our efforts are supported by a seed grant from the University's Technology Fund, administered by Provost Albert Carnesele. We expect to seek major funding in early 1995. We believe we have the ability to build learning communities built around electronic and human connectivity, driven by substantive curiosity. See articles attached.

Part of the vision for our electronic university includes electronic relationships with learning groups of children and their parents. I have worked with the Cambridge charter group in hopes that models we have developed here borrowed and modified from the Dalton School could be extended to an experimental grade school in Cambridge. We would want to work with such a school in dynamic development of electronic and humanly interactive curriculum.

The building that will house the school, St. Mary's in Central Square, is an ideal space, a classic school building, that can be easily webbed electronically to the level we will need. We look forward to connecting with it as a distant (but not too distant) learning site.

I support and am personally and professionally committed to the enterprise of the proposed charter school.

Sincerely yours,

Charles Venor

DEPARTMENT OF MOLECULAR AND CELLULAR BIOLOGY
HARVARD UNIVERSITY

7 Divinity Avenue
Cambridge, Massachusetts 02138



February 13, 1995

Dr. William D. McLaurin
Assistant Principal
Cambridge Rindge and Latin School
459 Broadway
Cambridge, MA 02138

Dear Bill,

The proposed Benjamin Banneker Charter School would provide a superb opportunity to engage children in the areas that we have been working on as a result of the two awards from the Howard Hughes Medical Institute (HHMI) to Harvard University. The Undergraduate Biological Sciences Education Initiative awards, directed by Professor Stephen C. Harrison, provided the first formal association between the high school and an academic department at Harvard University. Although we can document the start of the HHMI funding as June of 1992, our association with you precedes that by several years.

We can recall your early interest in developing an association with our department as a way to provide students at the high school with exciting new biology laboratory exercises. It was a source of frustration for all that we could not implement your ideas immediately. When the Howard Hughes Medical Institute invited the University to submit a proposal under their Undergraduate Biological Sciences Education Initiative program, it was clear that the outreach component of the proposal was the opportunity we needed to implement your ideas. You and your colleagues designed and wrote the high school component of our successful proposal. As the instructor in the advanced placement biology course, your knowledge and experience were essential to the proposal. As a result of the award, we have implemented several programs, including: 1) a popular series of seminars presented by faculty in our department and related departments to the students in the advance placement biology class; 2) a summer scholars program providing stipends for high school seniors and juniors who are conducting research in our laboratories; and 3) a week-long summer workshop here in our Fairchild Building that provides stipends for high school science faculty. The workshop is designed on a lecture/demonstration model, with Harvard faculty presenting seminars on current research and designing participatory laboratory demonstrations.

The second HHMI award began in September 1994 and provides for a summer institute for twenty or thirty students who have completed only an introductory biology course. The institute will begin in the summer of 1995, and is designed to build on and supplement the students' biology course. In addition, the outreach component of the second award provided funding for renovations of laboratory storage space at the high school, and provision for an assistant to aid high school teachers in organizing materials for their classroom laboratory exercises.

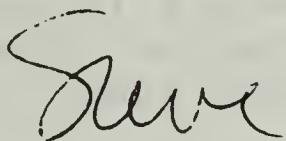
We see your commitment to students throughout the outreach sections of both HHMI proposals. In their Undergraduate Education Initiatives, the Howard Hughes Medical Institute demonstrates its dedication to identifying, training, and supporting students, particularly women and students from underrepresented minority groups. The seminars, summer institute and scholars program, and summer workshops all share this goal.

It is clear that your ideas for the Benjamin Banneker Charter School share the focus of our joint Howard Hughes Medical Institute program. We are delighted with the plans in the proposal to expand, enrich, and develop curriculum in science and math for the earlier grades. Along with your efforts in other subject areas, it is the sort of curriculum that will provide a foundation for students as they move forward. So often students decide very early on that they "can't do" math and science. The environment described in the proposal is tailored to change that perception.

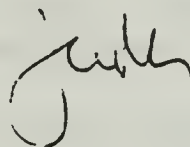
It is clear from the proposal that you have worked to build a broad-based community coalition to further Cambridge public school education. Our association over the past several years has shown us the depth and constancy of your commitment to children and schools. We would be pleased to cooperate with you in this new effort, the Benjamin Banneker Charter School.

We wish you all the best.

Sincerely yours,



Stephen C. Harrison
Professor of Biochemistry
and Molecular Biology
Chairman, Board of Tutors
in Biochemical Sciences



Judy Bromley
Academic Director



TEACHER EDUCATION PROGRAMS

Harvard Graduate School of Education 222 Longfellow Hall, Appian Way Cambridge, MA 02138
Telephone 617-495-3732 Fax 617-495-8510

15 February 1995

Rev. Jeffrey Brown
184 Raymond Street
Cambridge, Massachusetts 02138

Dear Rev. Brown:

It is a pleasure to write in support of The Benjamin Banneker Charter School Proposal. You have built a strong base for the Charter, especially with parents. Your connections to TERC, The DuBois Institute and WGBH are also important. I have been personally impressed by the members of the organizing committee and the large hopes that they expressed for the children to be served. These commitments to educational change are commendable. Moreover, they understand what it will take to build a socially and intellectually powerful school. Please know that I will provide ongoing support to the school and, where possible, will relate the Harvard Teacher Education Programs to your efforts.

I wish you the best with your proposal and with your plans to create a new school.

Sincerely,

Vito Perrone
Director

VP/hls



City of Cambridge
Department of Human Service Programs

51 Inman Street, Cambridge, Massachusetts 02139
(617) 349-6200, Fax (617) 349-6248

Area IV Youth Center
243 Harvard Street
Cambridge, MA 02139

Mrs. Kathy Reddick, Chair
Benjamin Banneker Charter School
209 Rindge Avenue apt #1
Cambridge, MA 02140

Dear Mrs. Reddick,

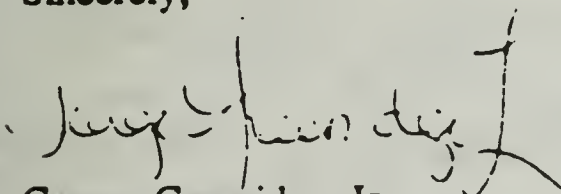
The Area IV Youth Center is a new facility located in Sennott Park, in the City of Cambridge. The Center provides academic, educational, recreational, and skills development for over 400 young people of the City of Cambridge.

As director of the Area IV Youth Center, I am in total support of this grass-roots effort to provide quality elementary education for Cambridge students. Through our tutoring program, I have noticed that our students are not thriving in the areas of math and science. I have viewed the Benjamin Banneker Charter School curriculum, and met with the Benjamin Banneker educational staff, and I believe that this will be a quality school.

The Benjamin Banneker Charter School will be a welcome addition to the community, and we plan to work with them closely in encouraging parents and youth to attend the school.

I support the Benjamin Banneker Charter School; the Benjamin Banneker School will be a definite asset to the Area IV community.

Sincerely,


George Greenidge, Jr.
Director, Area IV Youth Center

DIVISIONS:

Childcare 349-6200	Community & Youth 349-6231	Low Income Fuel Assistance 349-6247	Recreation 349-6230
Community Learning Center 349-6363	Council on Aging/Elderly Services 349-6220	Planning & Development 349-6200	Multiservice Center/Homeless Services 349-6340

Parents of the Area 4 Youth Center
243 Harvard Street
Cambridge, MA 02139
(617) 349 - 6262

We, the undersigned as the parents of Area 4 would like to collectively show our support for the efforts of Rev. Jeffrey Brown and the Board of Directors seeking to establish a charter school (Bread and Roses) in Cambridge. We would further be interested in seeking admission to such an institution for some of our children. In conclusion, we urge the Secretary of Education to grant a charter to this dedicated community based initiative.

Name

Address

Janette Shepherd

1 Jackson Gardens #1
Cambridge, MA 02139

Hester Marshall

263 Broadway St, Cambridge

Annnette Conboy

275 Putnam Ave Cambridge

Peter J. Brown
Josee Perry

18 Worcester St.
230 Prospect Street

Blois E. Brown

22 Worcester ST. Cambridge

Desiree Swindler

16 Worcester Cambridge

Raquel Garcia

16 Worcester St. Cambridge

John Conroy
Jagtor

12 Worcester St Cambridge

174 PUTNAM AVE. CAMB.

Harmen Carl

102 Prospect ST CAMB

Paul Alimonte

77 Bishop Allen Dr Cambridge

Therese S. Salter

11 ELY ST

Robert C. N. H.

21 N. D. St. W. 10 A

TRANSITIONAL BILINGUAL
EDUCATION PROGRAM



CHELSEA PUBLIC
SCHOOLS

Chelsea, November 21, 1994

Rev. Jeffrey Brown
Bread and Roses Charter School
184 Raymond St.
Cambridge, MA 02140

Dear Rev. Brown:

This letter is to express my strong support for the Charter School Bread and Roses in Cambridge. This school, a grass-roots, multiracial, multiethnic, math and science model, will address a long-standing educational need for low-income and people of color of this city.

The continuous lack of performance of minority and low-income students in Cambridge is disturbing. The last Student Data Report documents unacceptable trends, particularly in course failure rate and in math and science performance for students of color.

I believe that the Bread and Roses charter school offers an alternative by providing an academic environment of high expectation for the youth of color. I wholeheartedly support this long overdue initiative. I support the dedication of members of the group and their objective to bring about meaningful educational change.

Should you need additional support, or if you have any questions, please do not hesitate to call me.

Sincerely,

Ramon J. Bucheli M.
TBE Director

W.E.B. DUBOIS ACADEMY, INC.
5 Callender Street Cambridge, MA 02139
(617) 576-5515

Chairman Emeritus: The Honorable Kenneth E. Reeves
Chairman: T.F. Scott Darling, Esquire
Vice-Chairman: Lt. Garfield E. Morrison
Treasurer: Dr. William D. Mc Laurin
Secretary: Richard C. Jarvis
Executive Director: Cynthia M. Brown
Program Director: Franklin Miller

We, the undersigned parents of children who currently attend the W.E.B. DuBois Academy, would like to collectively register our support for the efforts of Rev. Jeffrey Brown and the Board of Directors seeking to establish a Charter School (Bread and Roses) in Cambridge. We would further be most interested in possibly seeking admission into such an institution for our children. Finally, we urge the Secretary of Education to grant a charter to this dedicated, community-based educational initiative.

Name

Address

Serge Lussaint	192 Green St Cambridge
Edna T. Hall	125 Hampshire St, Camb
Smith T. Day	364-13C Rindge Ave, Camb
Herrine Woodson	143 Clark St Camb.
Carrie Coughlin	362 Rindge ave
Jean S. Haynes	Cambridge Mass 02148
Julia Davis	14 Upton St Camb. 02139
Bernard L. Langford	86 Sicron St. Medford 0215
Elmerney Halland	66 Westland Ave, Boston, Ma 021
	2353 Mass ave apt. 25 Camb 021

W.E.B. DUBOIS ACADEMY, INC.
5 Callender Street Cambridge, MA 02139
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Name

Address

Debra Allen	4 Bancroft Street, Cambridge, MA, 02139
Laura Clarke	129 Franklin St. #121 Camb MA 02139
Debra Ireland-Walsh	143 Hamilton St. - Camb. 02139
Eugene & Golden	38 Lee street Camb. MA. 02139
Leroy Brown	256 Putnam Ave Camb - 02139
Flora & M. Brown	241 WASHINGTON ST. CA., MA 02139
Cynthia Brown	5 Woodrow Wilson CT, Camb, MA 02139
Marie Joseph	17 Jeanette Ave Belmont 02178

W.E.B. DUBOIS ACADEMY, INC.
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<u>Name</u>	<u>Address</u>
Anna Hurrey	59 Columbia St #3
Sharon Reid	66 PLEASANT ST #1
VENETIA BROWN	256 PUTNAM AVE
Carol Pogue	60 Howard St. Camb.
Claire C Thorne	40 Hayes St., Cambridge, MA 02139-2906
Justine Williams	361 Western Avenue Cambridge, MA 021
Debra Legg	3 Putnam Cambridge #28 Cambridge, MA 021

W.E.B. DuBois Academy
5 Callendar Street Cambridge, MA 02139
(617) 576-5515

November 21, 1994

Reverend Jeffrey Brown
Chairman
Bread and Roses Charter School
134 Raymond Street
Cambridge, MA 02140

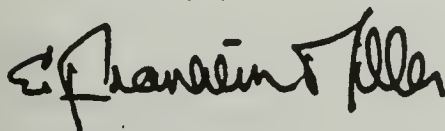
Letter of Support for The Bread and Roses Charter School

Public education is built upon the premise of providing a quality education for all students. However, this is rarely achieved in America, where those that can afford tuition send their kids to private school where they are given rigorous academic challenge and helped to succeed by individualized attention. It is important for those that cannot afford such schools a chance to receive the same caliber of education for their children. The Bread and Roses Charter School would offer such education to a multicultural population in Cambridge.

Funding of this charter school would serve to revitalize Area IV. Area IV in Cambridge has the lowest median family income and the highest number of children under 14. As a community based initiative, this charter school would have the needed community support needed to make it successful in this needy neighborhood. The school would also offer many services which would benefit the entire community. Its structure which reaches out to involve parents in their children's education will serve to strengthen the school and the community in which it is located.

I heartily support the Bread and Roses Charter School. It is truly a program developed by the community, for the community. Investment in the Bread and Roses School would benefit the children, their families and all involved.

Sincerely,



E. Franklin Miller
Program Director

W.E.B. DUBOIS ACADEMY, INC.
5 Callender Street Cambridge, MA 02139
(617) 576-5515

Chairman Emeritus: The Honorable Kenneth E. Reeves
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Program Director: Franklin Miller

Rev. Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond St.
Cambridge, Ma 02140

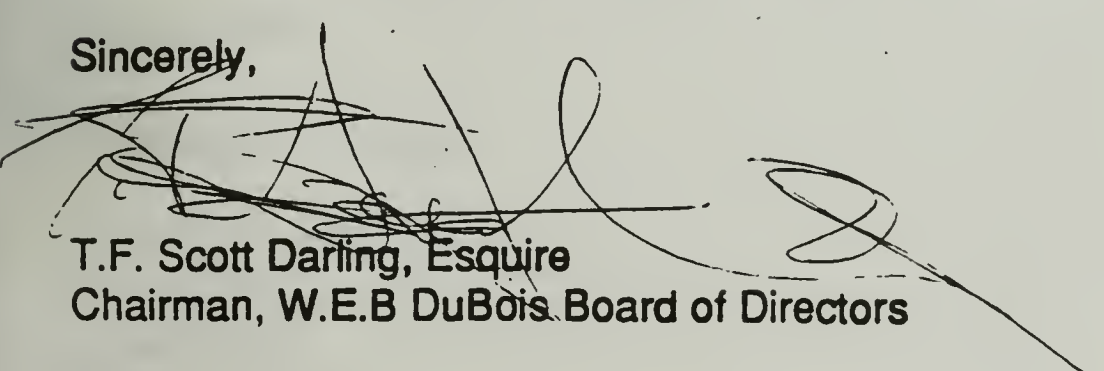
Dear Rev. Brown,

On behalf of the W.E.B. DuBois Academy Board of Directors, our program staff (25), students (45) and their parents, I would like to offer the enthusiastic support of the W.E.B. DuBois Academy for your Charter School proposal.

As you already know, the W.E.B. DuBois Academy is entering its fourth year of operation, offering both a Saturday (academic year) and summer camp experience to male minority youth attending grades 3 through 8 in the Cambridge Public School (CPS) System. Ours is a program supplementing CPS academics and teaching invaluable life skills. We are presently offering our services to over 45 students and their parents. We understand and wholeheartedly endorse all efforts such as this, that seek to empower students and parents to take a more active role in education.

Like Bread and Roses, the W.E.B. DuBois Academy is a grass-roots organization specifically aimed at low-income, minority children. We would be very much interested in exploring the possibility of engaging in a more formal collaboration with the Bread and Roses Charter School. We would assume that a majority of our parents might choose to send their kids to this school. Quite a few are already on their board, not to mention the fact that our Board Treasurer and Academic Program Coordinator, Dr. William D. McLaurin, has been intimately connected with this Charter School proposal. We hope that the Secretary of Education will grant a charter to this truly grass-roots, parent-supported organization.

Sincerely,



T.F. Scott Darling, Esquire
Chairman, W.E.B DuBois Board of Directors

W.E.B. DUBOIS ACADEMY, INC.
5 Callender Street Cambridge, MA 02139
(617) 576-5515

Chairman Emeritus: The Honorable Kenneth E. Reeves

Chairman: T.F. Scott Darling, Esquire

Vice-Chairman: Lt. Garfield E. Morrison

Treasurer: Dr. William D. Mc Laurin

Secretary: Richard C. Jarvis

Executive Director: Cynthia M. Brown

Program Director: Franklin Miller

November 10, 1994

Reverend Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond St.
Cambridge, MA 02140

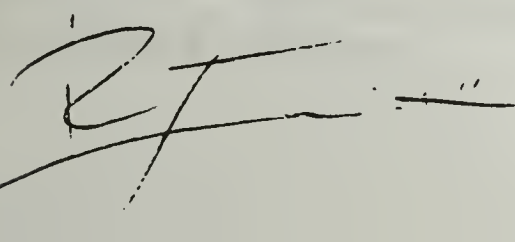
Dear Reverend Brown,

On behalf of the W.E.B. Dubois Academy, I would like to lend my support for the Bread and Roses Charter School. Through my work the W.E.B. Dubois Academy, I have seen first hand that the time and effort you put into a child WILL yield benefits not only to that child, but also to the communities that child belongs to. None of the existing alternative schools in Cambridge are specifically focused on the needs of low-income and minority children. Students who graduate from Bread and Roses will be able to enroll in college-prep level math and science classes when they enter their freshman year of high school.

Bread and Roses would not be a superficial attempt to give low-income and minority children the opportunity to participate in areas where they are under-represented. In addition to giving students academic skills and support, Bread and Roses will give parents a place to go to for support and information about how to meet their children's needs. The beauty of the school is that it looks beyond the individual student to include parents and family members in its vision. I look forward to the establishment of a school such as Bread and Roses promises to be.

Sincerely,

Richard C. Jarvis



W.E.B. DUBOIS ACADEMY, INC.
5 Callender Street Cambridge, MA 02139
(617) 576-5515

Chairman Emeritus: The Honorable Kenneth E. Reeves

Chairman: T.F. Scott Darling, Esquire

Vice-Chairman: Lt. Garfield E. Morrison

Treasurer: Dr. William D. Mc Laurin

Secretary: Richard C. Jarvis

Executive Director: Cynthia M. Brown

Program Director: Franklin Miller

November 16, 1994

Reverend Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond St.
Cambridge, MA 02140

Dear Reverend Brown,

I would like to express my full support for the Bread and Roses Charter School. For more than 30 years I have been a police officer in Cambridge. I know Cambridge youth through my job, and also through my work with the W.E.B. DuBois Academy where I am a board member. Every Saturday, our organization meets with young minority males in Cambridge to help them with their school work and to serve as mentors for them. The youth we work with are in grades 3-8. These are the same aged children that the Bread and Roses Charter School would like to serve.

My mission at the W.E.B. DuBois Academy is very similar to the mission of the Bread and Roses Charter School; both organizations seek the opportunity to give children the support, skills and love they need to develop to their highest potential. My experiences with Cambridge youth has proven to me that when we encourage children to succeed and give them the support they need to accomplish their goals, we will not be disappointed. Bread and Roses would give low-income youth not only a school building and a place to go after school hours and on weekends, it would also introduce them to supportive adults who can give them a positive experience. In my line of work, I know all too well what happens to promise and potential that is not nurtured and developed. Bread and Roses Charter School promises to be a place where low-income children and their families can get information, help and find a community of other people who want their children to succeed.

Sincerely,

Lt. G. E. Morrison, Jr.
Lt. Garfield E. Morrison

JAMNASTICS INC.

30 Alewife Brook Parkway
Cambridge, MA 02140
(617)-389-5882

Reverend Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond Street
Cambridge, MA 02140

Dear Rev. Brown,

I am writing on behalf of Jamnastics Inc., a grass-roots, community-based program that teaches forms of gymnastics and dance from many different cultures to children, teens, and adults.

I heard about your Charter School proposal from Dr. William McLaurin just two days ago. I was excited by the idea, and spoke to my staff and several of the participants and parents. All were very interested, and would like to see if there is a way we could collaborate on this project.

Jamnastics' mission is to use gymnastics and dance as a vehicle to prevent the boredom, despair and alienation that often results in underachievement and dropping out of school, substance abuse, crime, and unemployment.

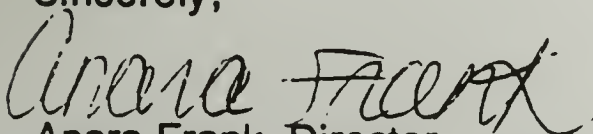
Our high-energy, multi-racial, and multi-lingual staff trains and inspires commitment to the Jamnastics programs as a means of building self-esteem; fostering health and fitness; gaining experience in setting individual as well as group goals, and working hard to achieve them.

Our program is structured to empower participants; to forge bonds that sustain mutual respect and healthfulness; and to provide opportunities for recognition and appreciation from families, peers, and the larger community around them.

We have class programs; team programs; teacher-training programs for teens, preteens and adults; mentoring, team-building and peer leadership programs, all run by a dedicated staff of teens and adults, along with a highly involved parent organization. All programs, from gymnastics to hip-hop to salsa, have curriculums that focus on individual and team learning that could be carried out in a classroom or afterschool setting. Overall health and fitness, life skills, and strength, flexibility and endurance for all sports is emphasized.

We look forward to hearing from you to hear more about your program, and would be very interested in offering you one or more of our programs for a formal collaboration. We would like to express our support for your efforts, and we would urge the Department of Education to support your proposal. Some of our parents have already signed up!

Sincerely,


Anara Frank, Director
Jamnastics Inc.

JAMNASTICS INC.

30 Alewife Brook Parkway
Cambridge, MA 02140
(617)-389-5882

We the undersigned participants of Jamnastics Inc., would like to collectively show our support for the efforts of Reverend Jeffrey Brown and the Board of Directors seeking to establish a charter school, (Bread and Roses) in Cambridge. We would further be interested in seeking admission to such an institution for some of our children. Finally, we urge the Secretary of Education to grant a charter to this dedicated community-based educational initiative.

<u>NAME</u>	<u>ADDRESS</u>
Chikyang Won	161 Columbia St, 02139
Ricardo Foster	211 South St.
Sue Shansky	19 Cogswell Ave
Linda Costa	129 Prospect St. #7 02139
Frene O'Bannon	204 Columbia St 02139
Franko Maucha	184 Harvard St. Apt. 2A 02139
M. ZARROW	36 Eustis St. 02140
John Gallagher	8 Holly Ave.
Marco V Bonilla	11 Jefferson Pk #98 02140
Victoria L. Linares	564 Kidge Ave #15F
Anara Frank	30 Alewife Brook Pkwy 02140
Kate Sumney Frank	53 Crescent St, 02138



CITY OF CAMBRIDGE

CAMBRIDGE, MASSACHUSETTS 02139

TEL 349-4210

FAX 349-4307

EXECUTIVE DEPARTMENT
ROBERT W. HEALY
City Manager



REV. JEFFREY L. BROWN
Director

EDWARD B. HARRIS, JR.
Assistant Director

November 18, 1994

Dr. William K. McLaurin
Asst. Principal for Policy & Students
Cambridge Rindge Latin School

Letter of Support for Charter School

Dear Mr. McLaurin:

As you know the Positive Edge Program was established to direct attention toward at risk youth who have not been reached through conventional efforts established by the city and community agencies.

We in the City of Cambridge are in need of some new and innovative ideas, programs and solutions to the ever growing need of alternatives for our youth in this city. The need for an institution such as the Bread and Roses Charter School is very much in line with the necessary alternatives this city needs. The most common reason for failure in school or dropping out is just a plain dislike of school as it is structured now. Many dropouts say they left school because they were failing or just didn't like it. If a trend and alternative such as a charter school can be established it can only benefit our entire community.

We at Positive Edge find it encouraging to know that the City of Cambridge is moving in the direction of addressing the many issues that face our youth today. We support the need for a state-of-the-art educational institution such as proposed by Bread and Roses Charter School.

Sincerely

Edward B. Harris
Asst. Director
Positive Edge

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

DEPARTMENT OF EDUCATION
AND HUMAN SERVICES
(617) 521-2239

FAX (617) 521-3199

February 6, 1995
Carolyn Hunter

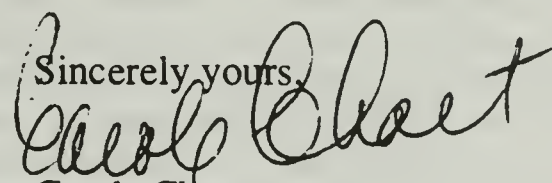
Dear Carolyn,

I am very pleased to support your proposal for the Benjamin Banneker Charter School. It is inclusive in the most positive sense of that word, family-centered, academically creative and organized around the current knowledge base of what is best for our youth in this troubled and divided society. I envision this school as a model for the continuous improvement of urban education.

Having worked with you for more than a dozen years at Cambridge Rindge and Latin School, I can attest to your energy, your concern and your commitment to the youth of the city of Cambridge, and I am aware of your potential, born of years of observing you as a prime motivator of student-run activities, as a school administrator.

The description of Benjamin Banneker Charter School is carefully developed and has the potential for encouraging teachers to combine the best of traditional education with the best of our most recent innovations.

Please keep me informed of your progress.

Sincerely yours,


Carole Chaet
Assistant Professor of Education
Simmons College, Boston



Summerbridge Cambridge

(617) 349-6647 • (617) 349-6515 fax
e-mail: bridge92@harvarda.harvard.edu

November 15, 1994

Reverend Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond St.
Cambridge, MA 02140

Dear Reverend Brown:

On behalf of Summerbridge Cambridge staff, students, parents and advisory board, we send enthusiastic support for the Bread and Roses Charter School proposal. The transition from elementary school to high school is difficult for many children in Cambridge, particularly those from low-income families, and we need to create innovative, exciting learning environments to support these students in their pre-adolescent years.

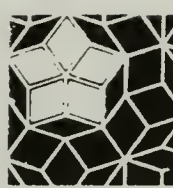
Summerbridge Cambridge is entering its third year of operation, providing a diverse group of seventy-two Cambridge Public School sixth and seventh graders with an academic summer and afterschool enrichment program. For the first time, with the support of an Americorps grant, Summerbridge is also providing an afterschool community service learning opportunity for twenty eighth graders. All of the teaching at Summerbridge Cambridge is conducted by twenty-eight talented high school and college students who are strong role models for their students. At Summerbridge Cambridge, over 50% of the high school and college staff are of color, and 82% of the college graduates have gone on to pursue careers in education.

Should Bread and Roses receive a charter, Summerbridge Cambridge would be interested in collaborating with the new school to encourage older students to teach younger students, and we assume that many Summerbridge parents might choose to send their children to the new charter school. Three of the advisory board members of Summerbridge Cambridge, Dr. William McLaurin and Charles and Fern Nesson, are working on the Bread and Roses Charter School proposal, and we support their efforts on behalf of Cambridge families. We hope that the Secretary of Education will grant a charter to this parent-generated proposal because it will help the Cambridge community be able to increase academic support for low-income and minority children.

Sincerely,

Sarah Feldman
Co-Director

Manuel Muñoz
Co-Director



T E R C

267 Massachusetts Avenue
Cambridge, Massachusetts 02140
617-552-0430 FAX 617-349-3535

November 17, 1994

Rev. Jeffrey Brown, Chairman
Bread and Roses Charter School
189 Raymond Street
Cambridge, MA 02140

Dear Rev. Brown,

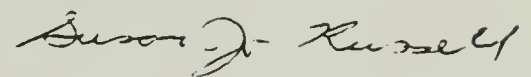
I am writing in support of your proposal to develop the Bread and Roses Charter School and to describe TERC's interest in continuing discussions about collaborating with the school, in particular, to provide support to teachers in the areas of science and mathematics. We think that your emphasis on the development of strength in mathematics and science learning for a multicultural population meets a critical need in a community like Cambridge where, as elsewhere in the nation, it is too often the white middle class male students who succeed in these areas.

TERC has worked in mathematics and science education for over 25 years, and we have put a great deal of effort into developing curriculum and technology that bring significant mathematics and science experiences to a diverse population. For example, with support from the National Science Foundation (NSF), we are developing a complete elementary mathematics curriculum that embodies the National Council of Teachers of Mathematics Standards for Curriculum and Evaluation and that has been thoroughly tested in a wide range of classrooms, including urban classrooms in Boston and Cambridge. Another project, also funded by NSF, has developed approaches to science teaching that emphasize sense-making; this project has focused on language minority populations, including Haitian and Latino students in Boston and Cambridge. A third area of expertise involves work on developing access to technology for students and teachers, including the National Geographic Kids Network science program in which students throughout the U. S. collect and exchange data via telecommunications.

We are eager to pursue conversations with you about connecting our work in mathematics, science, and technology to your vision of the Bread and Roses Charter School. Our conversations with Dr. McLaurin have focused on the need for better prepared teachers in the areas of mathematics and science, and a possible role for TERC in teacher development for the school as well as an advisory role about curriculum and materials.

We look forward to talking with you further.

Sincerely,

A handwritten signature in cursive script that reads "Susan Jo Russell".

Susan Jo Russell
Senior Project Director
Mathematics Center

Wheelock

C O L L E G E

200 The Riverway
Boston, Massachusetts
02215-4176

617/734-5200

November 20, 1994

Reverend Jeffrey Brown, Chairperson
Bread and Roses Charter School
184 Raymond Street
Cambridge, MA 02140

Dear Reverend Brown,

I am pleased to write this letter in support of the movement to bring a charter school to Area 4 in Cambridge. I applaud the communitywide, collaborative spirit that this effort represents.

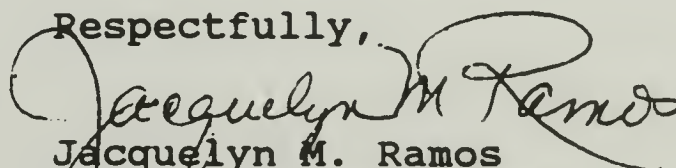
You know better than I about the tragic irony of a school system nestled in between two of the most prestigious institutions of higher education, that finds one-third of its population failing in schools. For the children of the poor and those from communities of color, we know that statistic to be significantly higher.

The Bread and Roses Charter School is long overdue and represents an opportunity for this community to actively participate in shaping the kind of school programs and structures that best serve the needs of its children. As I understand it, the proposed school will serve students in grades 3 through 8 and have a well-tested multi-cultural curriculum with a math-science focus, the literacy of the twenty-first century. A vigorous parent component will engage the key stakeholders and strengthen the staying power of this school. Further, the demographics of Area 4 make it an ideal location for a charter school--densely populated by low-income, predominately Black and Latino families with school-aged youth and children.

Until such time as there is a national will to educate all of our nation's children backed by the resources necessary to guarantee educational equity, this charter school will be a leader among the initiatives to serve the needs of all children, especially those who are poor and come from communities of color. If Cambridge cannot or will not bring its resources to bear on this most critical problem of our times, where is the hope for our children, our nation. We cannot afford to wait any longer.

I look forward to hearing from you and to an opportunity to meet and work with this the committee in the coming months.

Respectfully,


Jacquelyn M. Ramos
Urban Studies Program



November 18, 1994

Rev. Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond Street
Cambridge, MA 02140

Dear Rev. Brown:

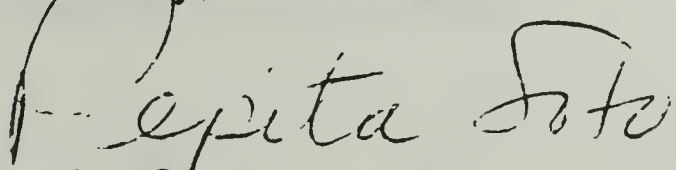
It is with great pleasure that I write in support of your efforts to establish a Charter School in Cambridge. As a Cambridge resident and parent, I am well aware of the need that exists for quality education especially in the areas of mathematics and science. It is only through initiatives which spring from the concerns of parents, educators and students that we can achieve truly excellent and equitable education.

WGBH, the public television station of eastern Massachusetts, is proud to be a collaborator with teachers and students in the achievement of high standards for all students. Part of our mission is "a commitment to be a trusted partner to parents and educators providing programming and services which promote the healthy development of children."

We have many print and video resources which would be of value to a math and science centered curriculum. We would be happy to cooperate with you in teacher training and professional development programs, as well as in providing resources that would enhance your curriculum.

Please let me know if I can be of further assistance. It would be my pleasure.

Sincerely,


Pepita Soto
Local Outreach Director

CAMBRIDGE PUBLIC SCHOOLS



CAMBRIDGE RINDGE AND LATIN SCHOOL

459 BROADWAY, CAMBRIDGE, MASSACHUSETTS 02138
349-6706

EDWARD R. SARASIN
PRINCIPAL

DR. WILLIAM MCLAURIN
ASSISTANT PRINCIPAL
POLICY AND STUDENTS

Rev. Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond St.
Cambridge, MA 02140

Dear Rev. Brown,

In 1986, a few colleagues and myself authored an enrollment study in which we documented the under-representation of minorities in upper level classes at Cambridge Rindge and Latin School. We were very concerned about the lack of academic achievement displayed, especially by Black and Hispanic students. Sadly enough, during the intervening years, very little progress has taken place. In 1992, I authored an update of our original student, once again reaffirming our 1986 results. The most recent (1994) student data report of the academic statistics of Cambridge Public School (CPS) students presents a very disheartening picture, particularly for low-income and minority students. While minorities now represent 55.2% of all CPS students, Black students have higher suspension and retention rates than their White counterparts. CAT scores of minority and low-income students are also consistently lower. This problem is further evidenced by the fact that Black and Hispanic CRLS students fail one or more courses at a rate higher than the schoolwide average of 33.1%.

For the past five years I have been the Assistant Principal for Policy and Students at CRLS, having taught science for 20+ years before coming to CRLS. I have been involved in a number of educational interventions designed to stimulate enhanced minority student academic achievement. Among these are the Brandeis Upward Bound program, the W.E.B. DuBois Academy, and Schools Without Walls, to name a few. We need a serious educational reform effort on behalf of low-income and minority children, and in order to bring this about, I have worked for the past year and a half on the Bread and Roses Charter School Proposal. I completely support this work, and I am greatly encouraged by the widespread (and still growing) support for this initiative. I hope that the Secretary will favorably review this proposal this time around.

Sincerely,

A handwritten signature in cursive script, reading "William D. McLaurin".

William D. McLaurin, Ph.D.
Assistant Principal

For More Information, Pour Plus D'Information, Para Más Información, Para Mais Informação, Per Più Informazione 349-6706

The Cambridge School Department is an equal opportunity / affirmative action employer.

Reverend Jeffrey Brown, Chairman
Bread and Roses Charter School
184 Raymond Street
Cambridge, MA 02140

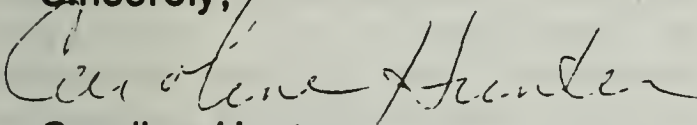
Dear Rev. Brown,

As one of the founding members of the Bread and Roses Charter School, an educator with twenty years of classroom experience working with non-traditional and remedial students, and as a parent of a Cambridge Public Schools middle school student, I would like to enthusiastically endorse the Bread and Roses Charter School.

My experiences, both as an educator and a parent in the Cambridge Public Schools, tell me that there is a tremendous need for the Bread and Roses Charter School. As a math teacher in the Chapter I program, I have seen the impact that poor or limited preparation can have on the education of our children. As a parent of a child of color, I know that the Cambridge Public Schools has not acted on its commitment to hire a more diverse, representative faculty: CPS has the most diverse student population in Massachusetts.

In addition, the most recent student data released by CPS shows its inability to adequately educate its diverse student population. The highest rates of drop-outs, in-school suspensions, and high school failure, as well as the lowest test scores, are attributed to Black and Latino students of lower socioeconomic backgrounds. These reasons make a very compelling case for the granting of a charter to the Bread and Roses Charter School -- a diverse group of parents, educators and community members who believe in excellence and quality education for all children.

Sincerely,

A handwritten signature in cursive script that reads "Caroline Hunter".

Caroline Hunter

Parent and Educator, Cambridge Public Schools



March 7, 1995


To Whom It May Concern:

This letter of recommendation is written in support of the Benjamin Banneker Charter School developed in Cambridge. I have worked in collaboration and discussion with several parents and community members on the committee shortly after the proposal was put together for presentation.

I worked with this primarily with the people involved in the parental component of the program. Together they find strength in their belief that the program will work for them and the children of Cambridge. It is a program that is family-centered looking to, providing for and requiring every family member to take pride in the program and its success. The success will rise or fall on their shoulders. However, together they stand so strong, there is no room for failure of any kind in the school. The Banneker Charter School has the potential and ability to empower disenfranchised school dependent children and their families. It is designed to achieve their common goal of success, equity and academic excellence. These standards are expected and demanded of every child enrolled in the school. The Mission Statement provides a detailed outline of how this is to be accomplished.

Although we all may hold these truths to be self-evident, it is quite clear that not all men are created equal. Many of us were left out in the framing of our Constitution. However, it is my strong belief that education is the first key to a lifetime of success and equity for all children.

Sincerely,


Ms. Carol E. House
House A

54 Crescent St.
Cambridge, Ma 02138
November 20, 1994

To All Concerned:

As an educator who has worked in the Cambridge Public School system, is a member of the faculty at UMASS Boston, and has devoted the a great deal of time to school reform (in particular, lately, math reform), I wish to heartily endorse the creation of the Baldwin/Banneker Charter School in Cambridge. As a parent long-involved in parental and community input into my childrens' school system, I equally heartily endorse the endeavor.

As both an educator and a parent, I have been a proponent of school reform that goes beyond changes that fail to fully realize that the future is now; that schools need to be organized aroundand need to be able to move quickly into the realities of the late 20th and early 21st century

The Baldwin/Banneker Charter School takes three critical ideas essential to good education today and combines these ideas into a workable educational model that serves the needs of all our students

- * That all children are capable of excelling and deserve access to their highest professional goals.
- * That community and parental involvement on an intimate level is essential to achieve that goal.
- * We are a highly technological society- and jobs now and in the future require knowledge, expertise and comfort of its workforce. We cannot properly educate and prepare our children for their future without this component being and integral part of any school's plan.

Cambridge is a unique community that combines a tremendous amount of diversity of its people with a rich array of resources that can be called upon to achieve this goal. Some children, through life circumstances have greater access than others to the tools they need to be successful. Many are not so lucky. These children need a school like the Baldwin/Banneker Charter School to begin the job of educating all our children to fully participate in society as adults; a school which can be a powerful model for other educational institutions in the future.

The people who have worked long on this proposal to establish the Baldwin/Banneker Charter School are highly distinguished educators, parents and community activists with a strong history of exciting, innovative programs with successful outcomes. Because of the quality of the founding group and the ideas contained in this proposal, I have been motivated to join in their efforts to establish a charter school in Cambridge.

Respectfully,

Nella LaRosa-Waters
Nella LaRosa-Waters

Bettina Shultz
2664 Harvard Yard Mail Center
Cambridge, MA 02138

November 21, 1994

Reverend Jeffrey Brown
Chairman
Bread and Roses Charter School
184 Raymond St. Cambridge, MA 02140

LETTER OF SUPPORT FOR BREAD & ROSES CHARTER SCHOOL

Cambridge has been my laboratory over the last four years and in my eyes it is always one step ahead. Throughout the years, I have seen how this innovative, progressive minded community leads in providing a sound education to a richly diverse population. Cambridge public schools offer a multi disciplinary, multi ethnic learning experience for the students. I have also noticed the disproportionate spread of resources given to various schools which poses a problem both systematically and communally. Kids should all have equal opportunity in the public sphere.

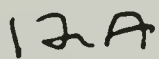
Bread and Roses charter school is an effort to strengthen the community by opening a new door. This institution will have the capacity to operate as a laboratory within itself, incorporating and integrating protocol that is designed to serve the needs of the minority population. Focusing on the math and sciences arena is key for such an institution, the sophistication and emphasis of this teaching and learning is essential for children to properly learn analytical and reasoning abilities. Such an institution will support the community in presenting as a model where new ideas are being tested and new techniques employed to then share with other elementary schools in the area. There is great potential for *Bread and Roses* to become a hub for community wide learning offering special seminars, educational forums and parent outreach groups.

Choosing area IV for this new institution means more than simply creating a new space for learning to happen. In the mission presented my *Bread and Roses*, this is to be a "state-of-the-art-" educational institution that will incorporate aspects of education that other institutions are limited by. The location will be an asset to the community and with the ground breaking of a new school, a new vision, and new soil will be turned. As I write this letter of support, I am reminded of how change occurs in Cambridge; it is the fervent inspiration of the people who dwell here that make way for initiative, vision, community cohesion...and the list continues. In sum, times are now changing and there will be a need for much restructuring and reform in all of our public educational institutions. The process needs to begin now and with the investment of a charter school, Cambridge will remain one step ahead.

Bettina S. Shultz

APPENDIX B

SUPPORTING DOCUMENTS



STUDENT DATA

1993-94

Submitted by
Superintendent of Schools
October , 1994

STUDENT DATA REPORT 1993-94

Executive Summary

Introduction

This 1993-94 Student Data Report is the third annual in a series describing the Cambridge Public Schools. It includes demographic information, standardized test scores, and other indicators. The report's purpose is to help us better understand Cambridge Public School students, their experiences and achievements, and to help identify areas for improving their education.

The first Student Data Report was compiled in September 1992 for the school year 1991-92, the second in 1993 for School Year 1992-93.

This report is a summary analysis of the 1993-94 school year, with comparisons to the 1992-93 and 1991-92 reports where sufficient data is available. While this report primarily focuses on the 1993-94 school year, three years' worth of data gives us some important areas for comparison. We should note that three years is still a limited time-frame in which to make any long-term analysis. As reports continue to be compiled in coming years, we will have a much better basis for comparison and analysis.

This year, we have added some categories and ways of looking at data which have not appeared previously. The School Department is also beginning an in-depth look at what data we collect, which categories are most useful and informative, and how best to assemble and present it. Thus, this document might best be termed a "work in progress," or a report in transition.

Some Notes On The Data

We believe the Student Data Report represents one important tool in looking at our school system and its students. It is not, however, the only tool. Just as educators now understand that standardized tests are not the only, nor necessarily the best, measure of student achievement and ability, and advise caution in using them, so we must use caution in interpreting the data contained here.

It is important for the reader to keep in mind that the Student Data Report provides only some limited *longitudinal* analysis (the same group of students looked at over time); it most often provides *trend* analysis (the same age or

geographic group looked at each year, rather than the same students. The students undergoing review in 1993-94, except in some cases, are not the same students who were reviewed in the 1992-93 and 1991-92 reports; therefore, changes in outcome patterns between 1991-92 and 1993-94 do not represent changes over time in the particular individuals, but represent differences between students in the two years (i.e., this year's 6th grade class at the Morse School is not the same as last year's 6th grade class).

Since the 1991 data report was the first of its kind, much was learned from it about gathering and compiling data. In addition, with the third consecutive year of data compilation, an initial analysis can be undertaken. Framing the issues, refining data collection methods, and identifying other important areas to analyze in the future will become an important part of the Student Data Report collection process.

In preparing the 1991-92 report, we responded to requests for specific pieces of information. Our goal was to provide the information in a way that made it accessible and understandable to all members of the Cambridge community. As a result, that report was very comprehensive, graphic and reflected an awareness of the issues that concern us all. The 1992-93 and 1993-94 reports closely followed the design of this first report, with the addition, deletion and clarification of a small number of issues.

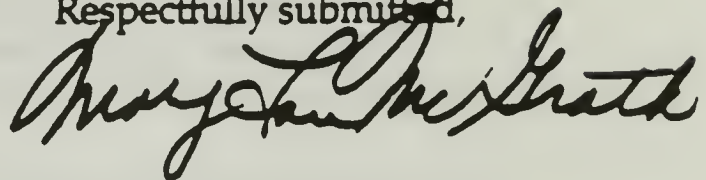
It is important to reiterate, however, that given the absence of long-term trend data and comparative data from larger populations (i.e., state and national figures and scores), caution should be used in attempting to interpret this report. For instance, given the relatively small number of Asian students in Cambridge, statistics about these students should be interpreted with more caution than statistics about White, Black and Hispanic students. Because there are only 10 Native American students system wide, no descriptive statistics are provided for Native Americans as a separate group.

At the high school level, CRLS data are broken out by House, but this does not necessarily provide a real basis for programmatic comparison. Each house has a different demographic profile, and offers somewhat different arrays of programs and services. In some houses students take many more of their courses "in-house" than in others.

Moreover, much of the data presented in the Report are "snapshots." California Achievement Test (CAT) scores, for example, do not show the work that students are producing, school-to-work programs, portfolios, new team teaching and inclusionary program efforts, or a range of information about what is going on in our schools. The CAT measures reading, language and math skills and is one measure of progress. Test scores are not necessarily indicators of achievement or real progress. It is easy to look at test scores and interpret "too much" in them. Therefore, we urge caution and perspective.

With such caution in mind, however, we believe the data contained in this report are an important basis for further discussion about and action for our schools and our mission. Our goal remains: to provide the finest, most equitable education possible to the children of Cambridge. We believe all students can learn, and that tools such as this Student Data Report can help us refine our efforts to help our students achieve academic excellence.

Respectfully submitted,

A handwritten signature in black ink, reading "Mary Lou McGrath". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Mary Lou McGrath
Superintendent of Schools

Some Important Highlights

- The percentage of students enrolled in the free or reduced lunch program at the elementary school level has dropped — from 50.3 % in 1992 to 45.7 % in 1993. The only currently available criteria for determining poverty levels in the schools is based on enrollment in these Federally funded programs.
- The percentage of minority students (Black, Asian and Hispanic) in the elementary schools has increased slightly (1 %) to 55.2 % (1993) from 54.2 % (1992). Black students remain the single largest minority group, with 1,962 students (up from 1,865 students last year), a proportional enrollment of 32.5%.
- The proportional enrollment of students whose first (home) language is not English has increased, from 26.5 % in 1992-93 to 29.2 % in 1993-94.
- Special Education enrollment at the elementary level has declined slightly, from 22.6% in 1992-93 to 22.0% in 1993-94.
- In-school suspensions have increased and out-of-school suspensions have decreased as we emphasize keeping students in our schools rather than suspending them outside. We continue to believe that in-school suspension is the best policy, except in some extreme cases. Helping students remain part of a learning community that they can identify with is an important goal. Some schools suspend in-school at a higher rate than others. The Kennedy (10.6%), Graham & Parks (6.0%), Agassiz (5.6%), Fitzgerald (5.5%) and Harrington (4.4%) rates exceed the district rate of 2.9%. Black students are suspended in-school at a rate almost double the district rate (5.4%), and more than three times the rate of White students (1.7%). Hispanic students received in-school suspensions at a rate (1.9%) below the district's .
- Elementary school retentions have remained stationary over three years, with slight decreases in Black and White student retentions (and slight increases in Hispanic, Asian and Female students retained). A small proportion of students (147 students, or 2.4%) are retained in the elementary schools system wide.
- Improvements have been made in CAT scores at many schools. CAT Reading scores from 5th to 6th grades, for instance, have increased system wide. Significant growth was reported at the Longfellow and Graham & Parks. The Harrington scores increased slightly. Grade 6 Math scores have also increased system wide, with significant improvements at the Longfellow, Graham & Parks, Fletcher and Tobin. Kennedy School Math scores improved slightly.

We now have three years of CAT test figures for students who were in the third grade last year. Reading test scores districtwide showed a significant improvement for these students between the 1st (1991-92), 2nd (1992-93) and 3rd

(1993-94) grades. Nearly every school in the system showed significant improvement among this cohort of students.

- The proportion of minority students at CRLS is 58.2%, the same percentage as last year. The number of Black students has increased slightly and the number of Asian students has decreased slightly. The largest increase was seen among Hispanic students (30 more students). The Academy has a higher rate of minorities (75.5%) because it houses the Bilingual Program at CRLS. Leadership had the highest rate of Black students enrolled (47.9%).

- CRLS students in need of special education services has declined very slightly from last year (1992-93 = 463 students, 1993-94 = 459 students). The largest percentage of special needs students are enrolled in House A and RSTA.

- 10th grade CRLS students overall have shown an improvement in CAT scores for both Reading and Math CAT scores administered in 1993-94 compared to those given when they were in the 8th grade in 1991-92. Scores also improved in Reading and Math between the Class of '95 and the Class of '96. In addition, CRLS placed in the 58th percentile nationally in reading (this means that 58% of the high schools nationally scored the same or lower than CRLS); in Math, CRLS placed in the 54th percentile nationally. Measured over the last three years, significant improvements have been shown at CRLS (10% increase in reading scores, 8% increase in math scores) in comparing 10th grade CATs with high schools nationally. With one exception (Pilot reading scores, which declined slightly), every house made significant improvements.

- The CRLS drop-out rate has declined for the past three years; the percentage of Black, Hispanic and Asian dropouts has declined for those three years. In 1993-94, out of a total of 68 students who dropped out of school, 40 percent (27) did not attend Cambridge elementary schools, and 5.8% attended Cambridge schools for less than 5 years. The overall Black student drop-out rate (2.7%) was lower than the schoolwide rate (3.4%); the Hispanic drop-out rate (5.6%) was higher than the schoolwide.

- The number of students who failed one or more courses in 1993-94 was 672 or 33.1%. This is an average increase over the last three years of 6.6%. Black students failed at least one course at a rate of 42.7%, Hispanics at 40.4%

- Most CRLS seniors (76.1%) indicated in June 1994 that they were planning to go to college. Among Black students the college-planning rate was 80.5%, 64.7% among Hispanics, 72.0% among Whites and 91.2% among Asians. The highest college-going rates were among seniors in House A (84.9%), Pilot (80.4%) and Fundamental (80.0%).

Some Observations

Since we now have a better database and more information to consider, it is appropriate to make some observations. Collecting data should not be an end in itself, but should help us create change, improve, and produce more effective education. It is also important to recognize what we do well, and where what we are currently doing is working. Our school system is never a static entity; we are constantly changing. Our overall goal, as we have said, is to provide the finest education we can to all our children — to help students achieve academic excellence, and instill a lifelong love of learning.

This year, we have tried to draw better comparisons between schools than in the past, and to look at what the data means over time. *We see some signs that indicate our efforts are going well; we see others that indicate there is still work to be done.*

The summary of elementary enrollment data indicates some interesting points.

- Five elementary schools are significantly above the districtwide average in several key categories (free or reduced lunch enrollment; minority enrollment; home language not English; bilingual enrollment; and Special education enrollment); five others are significantly below the district average in those same categories.

The Fletcher, Harrington, King, Longfellow and Morse schools are 5% or more above the district average in at least three of those five categories. The Morse School for instance, is above the district average in lunch enrollment, minority student enrollment, bilingual enrollment, and special education enrollment.

The Agassiz, Cambridgeport, King Open, Peabody and Tobin were 5% or more below district averages in at least three of the five categories. The Agassiz, for instance, was 5% or more below the district average for lunch enrollment, minority enrollment, home language not English, bilingual enrollment and special education enrollment.

We need to look carefully at these factors in assessing whether this places a greater challenge on the schools which are above the 5% figure. We will continue to review these factors in the future to look more closely at how they affect academic excellence.

- Black elementary school students had higher rates of in-school suspension (5.4%) and retentions (3.1%) than district rates (2.9% district average for in-school suspensions; 2.4% for retentions).

We need to monitor this more carefully over time. It is also important to look closely at how schools use suspension and retention, and determine why some students are having trouble achieving as they go through the system.

- The rate of in-school suspensions for elementary Hispanic students (1.9%) was lower than the district average (2.9%). This is a significant drop from last

year's level of 5.2%. We will continue to monitor this in future reports to see if this represents a trend.

- The data on "dropouts by last elementary school attended" bears some further explanation. First, it is important to mention that fewer students dropped out of CRLS last year than the year before. This may be the result of increased attention paid to the problem of dropouts at the high school, and of a greater focus on hooking students to available services.

When analyzing these dropouts by school, it is also important to say that we are actually talking about low numbers of students. Two schools have a higher percentage of dropouts in proportion to the percentage of their students at CRLS: the Harrington and the Morse. But, since most dropouts occur in the 11th and 12th grades, these numbers do not reflect recent efforts that have improved those schools. In the future, we need to track this more closely.

Indeed, the data collection on dropouts by elementary school is an area that needs to be refined. Data has not been collected consistently, or in a fashion which enables these numbers to be properly considered. Obtaining the numbers listed in this report required some special work. This will not be the case in the future. As part of a School Department's efforts to improve data collection, beginning this year, statistics will be reported in a way which enable us to more accurately track this (and other) pieces of data. Thus, we will have a higher degree of confidence in this data in the coming year and for the future.

- CAT scores show some encouraging results in several schools. (Again, we must take care in reading some of this data, as is explained at length in the section on CAT scores. Some schools are not comparable for a variety of reasons, from the ISP classes impact on upper grade scores at the Longfellow, to the recent separation of King and King Open scores).

Three schools — the Fitzgerald, Fletcher and Harrington — which averaged scores 10% or more below the district mean — have actually demonstrated increases in their test scores over time. (For example, the Fletcher grade 8 class in 1994 had a mean score of 46.3%, compared to the district mean of 50.2% — but this represents an increase of 5.5% over the same students' scores in the 6th grade in 1992, when they were last tested). *While a direct correlation is difficult to make, we believe this may be due to the attention we have paid to improving those schools.*

The data also indicates that for tests which are administered each year, without a one-year gap, scores improve. Districtwide reading and math scores improved between grades 5 and 6; reading scores improved between grades 1 and 2 overall. *For the student group which began 1st grade in 1991-92, district CAT reading scores have improved by 7% over the last three years.* This is an encouraging sign. Following this group through elementary school will help us understand if the foundation work begun in the primary grades carries forward.

• Four houses showed improvement in mean CAT math scores between the 1992-93 10th grade and the 1993-94 10th grade: House A, RSTA, Academy and Leadership. Three houses had significant improvements in reading scores between these years: House A, RSTA, and Leadership. Pilot decreased in both reading and math in those two years. This may indicate the need concentrate more attention on Pilot — but again we must use caution because the available data is not long term enough to make a good trend analysis.

One area where we do have better trend analysis — comparing three years of 10th grade classes with other high schools nationally (Mean National Percentile) — indicates a 10% increase in reading and 8% increase in math schoolwide. Further, every house showed improvement in these categories except Pilot, which showed a very slight decline in reading scores — but had an 11% increase in Math, higher than the schoolwide increase. Even with this decline, Pilot's mean math score was in the 69th percentile nationally.

More data in the future will help us make better trend and longitudinal analyses.

• The number of CRLS students who fail one or more courses (672 students or 33.1% of the CRLS population) gives us cause for concern. Blacks and Hispanics failed one or more courses at a rate higher than the schoolwide average. In every house, the course failure rate among Black students was higher than the school wide rate of course failure.

Based on this finding, CRLS is already taking steps to address this concern. A subcommittee has been formed to review course failure. The subcommittee has distributed to each house administrator a report documenting course failure for the 1993-94 academic year on individual students, what course(s) were failed, the teacher, grade and number of absences.

In addition, students have been referred to a variety of services, from the Math Drop-In Center to the Cambridge School Volunteers.

The Assistant Principal for Policy and Students will also coordinate a new response, which includes the construction of a new database on course failure. This database will be reviewed midway through each marking period, and counselors will review all progress reports or report cards and meet with students who are danger of failing. Counselors will develop a support plan for each student which will indicate steps taken to address the problem. At the end of the school year, the data will again be compiled to assess the effectiveness of this approach.

Here is an instance where the data has indicated a problem that we believe we can address, and are actively working to solve.

13 February, 1995

William McLaurin
Bread and Roses Charter School Committee
Cambridge, Massachusetts

Dear Bill,

Thank you for the opportunity to walk through the St. Mary's school building. I am pleased to report that it appears to be quite suitable for your program. The fact that the building has been in constant use after the school closed meant that the building has been heated through the winters, thus minimizing deterioration. Except for several large ticket items (noted below), most of the work will be cosmetic and deferred maintenance.

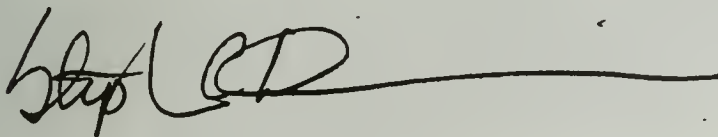
As you suspected, the major expense will be making the building accessible. The major expense is an elevator. While there may be ways to limit the elevator to one stop, the savings would be minimal. Better would be to work out an arrangement with the Archdiocese where the expenses for a four-stop elevator are shared some way. Mitigating the cost of the elevator is the opportunity to put it in the stairhall. Two walls of the shaft already exist, and instead of floors, you can cut through the steel-plate landings.

The second large expense is meeting the ventilation requirements. Again, you are fortunate in that the existing steam system along the building perimeter will allow unit ventilators.

Finally, the building currently is not sprinklered. This will have to be done.

These are the big cost items that will be necessary before you move in. Attached is a more detailed, item-by-item discussion. If you have any questions, please give me a call.

Sincerely

A handwritten signature in black ink, appearing to read 'Stephen Demos', followed by a long horizontal line.

Stephen Demos, Architect

1. PROGRAM

The top two floors, your anticipated leasehold, contains 12, 30' by 40' classrooms, six per floor. In addition, each floor has a toilet room. Several of the classrooms have been partitioned to make two classrooms, a condition you may wish to keep. One classroom is currently a science room. That also you may wish to keep. Assuming that you will probably use one classroom equivalent for administrative purposes, another for a school wide meeting space, and keep the science room, you are left with nine, 30' by 40' classrooms, any of which could be divided for small classes.

2. ACCESS BY DISABLED PERSONS

Four major accommodations are required, as follows:

- a) **Elevator:** An elevator will be needed serving the floor with the science room, an accessible unisex toilet room at the minimum, administrative spaces, the school-wide assembly space, and enough classrooms that you could reasonable accommodate a student or teacher that could not use the stairs. Although there could be a possibility of getting by with serving only the top floor, any savings would be minimal, and it is not recommended that you do this even if the various rehabilitation formulae allow it. The most cost effective elevator solution would be to serve all four floors (possibly the entry level also) and share costs with the Archdiocese.

The most economical location for the elevator would be the large west stair tower. While this would entail shifting two second egress doors, the advantages of using the stairhall are significant. No usable floor area would be lost; because the floor landings are plate steel on steel beams, demolition costs would be minimized; and because two of the four shaft wall would exist, construction costs would be minimal.

- b) **Areas of rescue assistance:** If no sprinklers are installed, each stairhall at each floor will need an area of rescue assistance. Because the stair platforms are larger than required, these could actually be in the stairways. Essentially, all that would be needed would be a call system meeting the regulations.
- c) **Toilet rooms:** Currently, the toilet rooms are split: men on one floor and women on the other. A narrow reading of the access regulations could require a unisex toilet room on each floor, which could done, albeit with difficulty. However, since everybody else must go to one floor or the other, it would most likely be sufficient to make one lavatory and one water closet in each toilet room accessible. For the water closet, two stalls could be joined; for the lavatory, its mounting dimensions would need adjustment. Grab bars would also be required and there would be some adjustments to the accessories.
- d) **Science room:** One accessible spot at the lab tables, and items used by everyone (e.g., the hood) would have to be at 32" above the floor, have all the faucets and operating parts within prescribed reach, and have knee space per regulations. The current lab tables could be easily adapted by cutting the top for the last pair, and removing 4' from the base.

3. ASBESTOS AND OTHER HAZARDOUS MATERIALS

There did not appear to be an asbestos problem, nor were any other hazardous materials apparent.

4. MECHANICAL SYSTEMS

- a) **Heating/Ventilating System:** Currently, the rooms have bare steam pipes on three out of four walls. These pipes will have to have a protective shield installed in front of them. Very possibly this could be a simple wood valence.

The classrooms must also meet the State Schoolhouse Code ventilation requirements. One possible cost effective way to do this would be unit ventilators on the outside walls where there are currently steam pipes. The cost of fussing with the fenestration should be evaluated against the cost of duct work for a central air handling system. I suspect the former would be more cost effective.

- b) **Sprinkler system:** Subject to local option, Chapter 148, Section 26g of the State Laws requires that buildings over 7500 gross square feet need a sprinkler system. If Cambridge has adopted this, a new service connection as well as a full sprinkler system would be required for the whole building. As with the elevators, this may be a cost that could be shared by the Archdiocese.
- c) **Plumbing:** Some modifications may be required to comply with the new regulations governing the number of toilets based on gender, and one could possibly get a variance for this. Other than that, plumbing seems adequate.

5. WINDOWS

The square footage of windows in the classrooms is quite large, and easily meets requirements. However, the large, old windows may present an up-keep and maintenance problem. To make any significant change or to replace them would be a major expense. Fortunately, the windows currently are in not that bad a shape. The most effective treatment might be an inexpensive storm window of some sort. This will need evaluation, but it is not critical for move-in.

6. GENERAL MAINTENANCE and FIX-UP

In general, the building is in good shape; having it heated throughout the winter has been to its advantage. Most of the repairs are cosmetic in nature and much could be done by a parent's group, City Year workers, or other volunteer organization's.



METROPOLITAN COUNCIL
FOR EDUCATIONAL OPPORTUNITY

55 DIMOCK STREET

ROXBURY, MASSACHUSETTS 02119

Telephone: 617-427-1545

January 23, 1995

Mr. William McLaurin
Cambridge Rindge and Latin
459 Broadway
Cambridge, MA 02138

Dear Mr. McLaurin:

I am writing you in regards to our recent meeting about transporting students to a Charter School in Cambridge. I would like to summarize our meeting as follows:

As an entity, the school can contract out for bus service and award a contract for the desired number of vehicles. The contract would include specifications for the quality and timely delivery of students to and from the school. Service would include "Regular" or "Daily" transportation; "Late" transportation for extracurricular student participation; and "Charter" transportation for special events, such as trips to the theater, apple picking, pot luck suppers, etc. These would be described with an approximate number of trips per year so that a price is offered in a bid for proposal.

Routes may be drafted in a design that reflects the student's bus stop (home address) in a format known as "home to school routing." This would be done by grade designation, such as elementary students on certain buses, and middle school students on certain buses. Another design is called the "sweep system" where students are picked up at central "nodes" or major intersections, with a total of 5-8 stops per route. Two to three such routes could be drafted dividing the city into sections (the pie drawing) with all grades mixed on the buses so as to reduce costs compared to that of the home to school model.

Page two...William McLaurin...January 23, 1995

I am informed that, in keeping with the regulations of the Educational Reform Act, students participating in Charter Schools may have access to existing transportation provided by Cambridge Public Schools. I respectfully point out that this may be the cheapest and easiest way to go for the first year or two.

MBTA student badges and/or passes may be obtained to enable students to ride to school, especially for those living outside the district or who stay after school when it would not be cost effective to operate a bus to transport them home.

While the school could own and operate its own fleet, I would not recommend this due to direct liability issues; an independent contractor so hired to provide service (under contract) would bear the responsibility for liability coverage due to driver performance.

I will contact Vocell Bus Lines and inquire as to the daily price for transporting students to school in Cambridge.

If I can be of further assistance to you for planning or consulting, feel free to contact me.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lance S. Carter". The signature is fluid and cursive, with the first name "Lance" being the most prominent.

Lance S. Carter
Transportation Manager

LSC/gt



About TERC 1994

TERC is an education research and development organization committed to improving mathematics and science learning and teaching. The strands of our work include creating innovative curriculum, fostering teacher development, conducting research on teaching and learning, and developing technology tools. Founded in 1965, TERC is a private, nonprofit enterprise.

TERC is organized into four project-based centers: Mathematics, Research, Science, and Tools for Learning. Each center has a specific focus, yet each center's work relates to and informs the work of the other centers. Current projects within each center are described below.

Mathematics Center

The center is committed to developing ways of engaging students and teachers in significant mathematical thinking throughout the elementary and secondary grades.

Infusing Statistics into Elementary Mathematics Teaching

This project is working with state coordinators and teacher leaders in California, Indiana, Mississippi, and Vermont to incorporate statistics into the elementary mathematics curriculum. TERC is designing staff development workshops to accompany the Used Numbers curriculum, an exemplary elementary statistics curriculum developed by TERC and published by Dale Seymour Publications. Teacher leaders in the four states attend seminars led by TERC staff developers to learn to teach statistics in the elementary classroom and to design and lead teacher workshops in their respective states. To accompany the curriculum, TERC is producing staff development materials, which Dale Seymour will publish. The Used Numbers workshops and staff development materials will support teachers as they begin to incorporate many aspects of the NCTM Standards into their teaching practice. Funded by the U.S. Department of Education.

OSD Task Orders

TERC is prepared to perform or assist in carrying out task orders issued to Abt Associates by the National Science Foundation's Office of Studies Evaluation and Dissemination (OSD) through the Basic Ordering Agreement held between Abt Associates and the NSF. Funded by Abt Associates, Inc.

Mathematics: Investigations in Number, Data, and Space

TERC is developing a comprehensive, K-5 mathematics curriculum. The major goals of this effort are to: offer students meaningful mathematical problems; emphasize depth in mathematical thinking rather than exposure to a series of fragmented topics; communicate mathematics content and pedagogy to teachers; and serve as a tool for widely expanding the pool of mathematically literate students. The curriculum embodies an approach radically different from the traditional textbook-based curriculum. It consists of a set of about a dozen 2- to 4-week modules at each grade level. Each module offers a series of connected investigations that focus on major mathematical ideas within the areas of number, data collection and analysis, geometry, and the mathematics of change. Besides offering significant mathematics content, the investigations encourage students to develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions, a repertoire of ways to communicate about their mathematical thinking, and enjoyment and appreciation of mathematics. The project is also developing software, assessment tools, and videotapes for teachers. Dale Seymour Publications will publish the curriculum materials. Funded by the National Science Foundation.

VIEW:

Video for Exploring the World

TERC is investigating how best to use the power of video in helping middle school students learn the mathematical concepts of change over time. Video is an obvious medium for studying processes that take place over time, since it can render transient events permanent and make them available for analysis and replication. By using video as a data collection device, students can explore previously inaccessible aspects of the world, such as the behavior of spinning tops, dunked basketballs, toy trains, and jump ropes. The VIEW project is exploring different ways video can be used to collect data and is designing tools to extract point, line, angle, and area measurements from video. Connected to these tools is analytical software with which students can manipulate data, generate graphs, construct mathematical models, and predict graphical patterns. In conjunction with teachers and students, the project is generating several curriculum activities in which students record and analyze their own video. Funded by the National Science Foundation.

Pilgrim Project

TERC is collaborating with Broderbund Software to develop an educational software game for girls and boys aged 6-12. The project is attempting to pioneer a new paradigm for games that stimulate imagination, exploration, dialogue, and critical thinking.

Tabletop Dissemination

TERC supports the national movement toward increased use and understanding of data through the dissemination of a model of computer-supported, data-based inquiry in grades 4-8. The model uses Tabletop, a new-generation data software tool that provides dynamic visual representations for organizing, exploring, and analyzing data. The project is training, providing support, and getting feedback from a community of teacher leaders who use the software in their classrooms. Additional dissemination and a larger community will be achieved through conference workshops, presentations, and publication of a preliminary release of Tabletop. To support the community and promote its growth, an open-access "Multilogue" — a telecommunications bulletin board — is being developed and maintained as an ongoing shared record of participants' questions, ideas, and feedback. Funded by the National Science Foundation.

Talking Mathematics: A Model for Long-Term Teacher Enhancement

With teachers, TERC is studying ways to support elementary and middle school classrooms as communities of real mathematical talk. Classroom talk in mathematics usually focuses on procedures for getting the right answer rather than on finding patterns, generating conjectures, and challenging theories. By contrast, Talking Math teachers do mathematics together and reflect on their own learning; they develop ways of making better mathematical talk happen in their classrooms. To support staff developers and others who provide in-service for teachers to improve mathematics teaching, TERC is creating a resource package — classroom videotapes, selected mathematics problems, and supportive manuals — for staff developers, mathematics teachers, and university mathematics methods instructors. Funded by the National Science Foundation.

Teaching to the Big Ideas

TERC is working with the Education Development Center (EDC) and SummerMath for Teachers at Mount Holyoke College to conduct a teacher enhancement and research program that examines the "big ideas" of elementary mathematics curriculum. The project defines "big ideas" as the central organizing principles of mathematics with which students must wrestle as they confront the limitations of their existing conceptions. Staff from SummerMath for Teachers, TERC's Talking Mathematics project, and EDC are designing a four-year program for practicing teachers (K-6) that includes three summer institutes and biweekly seminars during the school year. Participants will work to identify the big ideas and to reflect on the implications of this work for reconstructing classroom curriculum. The project will produce materials to help implement schoolwide teacher development around the big ideas. Funded by the Education Development Center.

Tools for Learning Center

The center creates and adapts technology tools for learning and promotes an understanding of educational technology among teachers, administrators, and policy makers.

Explorer Enhancements

TERC is enhancing the PSL Explorer Extended Software, a Microcomputer-based Laboratory developed by TERC for use with IBM's flexible and expandable system of probes known as the Personal Science Laboratory. Project staff are enhancing the software support for the probes now available: digital multi-meter, rotary motion, temperature, light, pH, motion, and photo event probe. Funded by EduQuest, the IBM Educational Systems Company.

Uniterra

TERC and the Moscow Institute for New Technologies in Education are working to develop new ways of supporting an educational telecommunications network with low-orbiting satellites and/or amateur radio operators. The project is linking schools from two remote Russian cities — handicapped by poor transportation and communication infrastructures — with a host machine in Moscow. The link may serve as a prototype for an expanded satellite communication network. Funded by the Uniterra Foundation.

Global Laboratory

The Global Laboratory project is a worldwide network of student scientists involved in collaborative environmental investigations. United by telecommunications, shared technology, and common procedure, students from over twenty countries conduct original research on global and local environmental issues. Students collect data with low-cost, high-tech instrumentation developed by TERC and share their findings over the project's telecommunication network. Students then develop research plans, conduct collaborative inquiries, electronically publish their results, and conduct peer reviews. Funded by the National Science Foundation.

New Directions for Science Playgrounds

This project is researching and creating a new type of playground equipment that facilitates the learning of elementary notions of physics. The goal is to extend the experience of kinesthetic learning which is already inherent in playground activities. TERC is designing new equipment that provides opportunities for children to explore their own movements and get immediate, symbolic feedback in the form of numerical or computer-driven graphical displays. This equipment allows children to test questions about time, rate, the fundamentals of motion, momentum, and force. Sample design ideas include: a large digital stop clock, strategically placed on the playground where it can spawn many games about time; and a jungle gym that shows the forces children exert as they climb, stand, hang, or jump. Children can control variables and see the effect of these variables on their own movements. Funded by the National Science Foundation.

Elementary Science Methods and Tools

This project focuses on the pre-service education of elementary teachers. Using the NGS Kids Network curriculum as a tool and model, TERC worked with college faculty to incorporate inquiry-oriented, hands-on pedagogy and versatile, powerful technology into schools of education. The project is producing a book that explores the role of curriculum in the educational reform movement by examining the ways in which one curriculum, the NGS Kids Network, is used in elementary classrooms, in college courses, and in school-university collaborations to advance new models of teaching and learning. Lawrence Erlbaum Associates will publish the book in the fall of 1994. Funded by the National Science Foundation.

National Geographic Kids Network/Middle Grades

This project is creating and testing five units of science material using the telecommunications-based, collaborative student-research approach that TERC pioneered in the elementary grades NGS Kids Network. Each eight-week unit features a study that requires middle grade students to gather data around a particular question; explore its scientific background; share the data over a telecommunications network; and using computer tools, extend the analysis with studies of their own design. Units include: What is Your Soil Good For?, How Loud is Too Loud?, How Does Your Body Get the Oxygen it Needs?, What are We Doing to Our Water?, and a data inquiry module that develops data analysis and investigation skills. The National Geographic Society will publish the curriculum. Funded by the National Science Foundation and National Geographic Society.

The Consortium Project

As a member of the Regional Alliance for Mathematics and Science Education Reform — one of the consortia created by the Eisenhower Regional Consortia Program — TERC is building The HUB, an Internet-accessible communication and dissemination service. Funded by The College Board.

Princeton Earth Physics Project

The Princeton University Earth Physics Project is creating a seismographic computer network that enables students to study and analyze seismic data. TERC is providing the project with technical assistance, training, curriculum consultation, and telecommunications software. Funded by Princeton University.

TERC is exploring the impact of telecommunications technology on teaching and learning in a variety of testbeds. Each testbed is a combination of organizations and telecommunication networks, as well as teachers, students, and scientists. The teachers and students are involved in collaborative inquiry, using the resources in that testbed for gathering, reporting, and sharing data and findings. Key to these shared purposes and resources is the Alice Network Software that TERC is designing to facilitate collaborative inquiry. The software is an easy-to-use, integrated suite of software tools, including a word processor, data table, graphing and mapping utilities, and telecommunications. Prototype software running on both Macintosh and IBM platforms is currently in use in multiple testbeds, including TERC's Global Laboratory project. Project research and evaluation will inform national educational policy makers and guide future educational telecommunications projects. Funded by the National Science Foundation.

EdGIS: Educational Applications of Geographic Information Systems

As part of its organizing role in the First National Conference on the Pre-college Educational Applications of Geographic Information Systems (GIS), TERC is preparing the conference report. The report presents an overview of GIS in pre-college education, proceedings from the conference, key issues identified by participants, and consensus recommendations. Held in January 1994, the invitational conference brought together a group of experts to explore this field, share experiences, and consider future directions. GIS, is a collection of existing and emerging technologies that involve producing and analyzing electronic maps and digitized images. These technologies have tremendous potential for education, both as imaging tools and as support for collaborative student investigations. Funded by the National Science Foundation.

Through its cognitive and sociocultural research, the center works to deepen understanding of science and mathematics teaching and learning as the basis for changes in educational practice.

Case Studies in Scientific Sense-Making

TERC is developing a series of classroom case studies to analyze how language minority students and their teachers can construct a culture of scientific practice in which students pose and investigate their own questions about biological phenomena and processes. Through these case studies, project staff are identifying barriers to equity in science and are designing ways to overcome these barriers. This project is part of TERC's work with the National Center for Research on Cultural Diversity and Second Language Learning at the University of California-Santa Cruz — one of 20 National Educational Research and Development Centers funded by the Office of Educational Research and Improvement, U.S. Department of Education.

CoVis: Learning Through Collaborative Visualization

As part of the Institute for Learning Sciences' CoVis project, TERC is working with high school teachers to shift classroom instruction from text-based to project-based approaches. The central goal of the project is to bring state-of-the-art technology tools for collaboration and data visualization to high school science classrooms, and to explore ways that the technology can enrich students' science experience. TERC's role is to work collaboratively with the CoVis teachers to develop projects and consider strategies for supporting and assessing students' project work. Funded by the Institute for Learning Sciences, Northwestern University.

SimCalc

This is a collaborative project with the University of Massachusetts, which is creating realistic and interactive computer simulations of dynamic systems. The goal is to enable a wide range of students to gain access to the ideas of calculus and to help educators reconceptualize the place of calculus and dynamic systems in the mathematics curriculum. TERC's role in the project is to research students' understandings of basic ideas of dynamic systems and the interplay between continuous and discrete models of change. Funded by the University of Massachusetts.

Video Case Studies of Scientific Sense-Making

The primary goal of this project is to develop video case studies that can serve as catalysts and models for helping teachers (grades 4-8) view science as a constructive, sense-making activity. A second goal is to link that perspective to new teaching and assessment practices. In collaboration with teachers, science educators, scientists, and educational researchers, TERC is building a knowledge base for a model of teacher development emphasizing teachers as learners, practitioners, and researchers. Drawing on that knowledge, TERC is creating a set of video case studies that can be used in a range of professional development contexts. This project is a collaboration among TERC, EdCo, Lesley College, and the staff and students from the Massachusetts public schools of Boston, Brookline, Cambridge, Concord, Newton, and Somerville. Funded by the National Science Foundation.

Students' Conceptions of the Mathematics of Change

How do students mathematize change? TERC is researching this question by studying how elementary, high school, and college students learn mathematics while exploring the interplay between symbolic expressions and physical events. Study participants investigate different physical changes — body motion and air flow — using TERC-designed tools that provide immediate symbolic representations of physical changes. This project is part of a broader endeavor seeking to rethink calculus education as a strand of the mathematics of change and encompassing all educational levels. Funded by the National Science Foundation.

Studies of Sense-Making in Biology in Language Minority Classrooms

This research project focuses on understanding the ways in which Haitian and Latino students in grades 4-8 come to appropriate scientific ways of thinking and knowing. Working collaboratively with bilingual teachers from the Cambridge and Boston Public Schools, project staff examine how learning is mediated in classrooms in which students construct and refine their scientific understanding by investigating questions they themselves have posed. Funded by the National Science Foundation.

Expert/Novice Approaches to Calculus

TERC is collaborating with a group of researchers in calculus education from CINVESTAV, a post-graduate teachers' school in Mexico, to study and compare how calculus teachers and students without background in formal calculus make sense of similar problems involving physical change. Funded by the National Science Foundation.

Committed to inquiry-based, project-enhanced science, the center works to change the way that science is learned and taught in both formal and informal settings.

LabNet: The High School Science Network

LabNet is building a telecomputing network of the science teaching community. This LabNetwork provides a community of practice among teachers — teacher-to-teacher support for the improvement of science teaching and learning. It began in 1989 with 150 physics teachers and is expanding to include 1,300 teachers of high school physics, chemistry, biology, and other sciences, as well as educators who teach science to younger children. LabNet is committed to supporting the spread of project-enhanced science learning (PESL) in which students formulate their own questions, design their own research, and build their own experimental apparatus, guided by their teachers as mentors. Funded by the National Science Foundation.

Hands-On Universe

For the Lawrence Berkeley Laboratory Hands-On Universe project, TERC is developing curriculum units that support student investigations in astronomy ranging from studies of our own solar system to supernovae in distant galaxies. Using telecommunications, the project links high school classrooms to a remote telescope and an image database. Students can request and download their own astronomical images and manipulate and analyze their images using WinVista, an image processing program. Funded by the Lawrence Berkeley Laboratory.

Institute for Teacher Development through Ecology

TERC is creating the Institute for Teacher Development through Ecology — a year-long series of workshops and collaborative teaching events in environmental science. Working with ecologists and pedagogy specialists, participating teachers conduct ecological research and develop curriculum and teaching styles that support hands-on, active, student-centered learning. Teachers learn, through their own experiences, the science they will then implement with their students and teacher-peers. Funded by the National Science Foundation.

Literacy in a Science Context

TERC is working with regular and special education teachers in grades 5-7 to create learning environments in which students with learning disabilities can improve their reading comprehension, communication, and problem-solving skills through hands-on science activities. Using technology enriched science as a context, students are collaborating to collect, make sense of, and report on real-time data about the functioning of their own bodies. Technology tools include Microcomputer-based Laboratories (MBL) and telecommunications, used both in the mainstream classroom and the resource room. Pairs of regular and special education teachers attend Summer Institutes held at TERC. After the Institutes, teachers return to their classrooms to implement Institute activities. All project participants are linked via a telecommunication network that provides a source of ongoing support, a forum for the exchange of ideas among teachers, and a vehicle for developing and sharing literacy activities for students. Funded by the U.S. Department of Education.

Ecology Curriculum: An Ecosystems Approach

TERC is developing a full-year, high-school ecology curriculum that explores the fundamental concepts of ecology in the context of three biologically important molecules — carbon dioxide, water, and nitrate. In each case, the curriculum engages students in laboratory and field work, including areas of current research interest. Ecology is a field in which progress depends on collaboration among all the sciences, and this curriculum explores physical, biological, and chemical processes of ecosystems. It includes, but does not focus on, human participation and influence on ecosystems. Funded by the National Science Foundation.

MBL in Zimbabwe

TERC aims to augment the use of microcomputers and enhance computer literacy in schools in Zimbabwe by introducing Microcomputer-based Laboratories (MBL) into the science curriculum. The project launched this effort with a two-week workshop for science teachers from six schools in the city of Harare. With continued support from TERC staff, these teachers are now implementing a curriculum developed collaboratively during the workshop. Funded by the Rockefeller Foundation through the Zimbabwe Teachers Association.



(continued)

PALMS: Partnerships Advancing Learning of Mathematics and Science

TERC is a major partner in the Commonwealth of Massachusetts' effort to improve the teaching of K-8 mathematics and science in public schools and adult learning centers. PALMS, which began in 1992, is the Massachusetts' Statewide Systemic Initiative (SSI) project funded by the National Science Foundation. As part of its role to provide technical assistance to the state, TERC is offering leadership development and support to teachers from project demonstration sites, science museums, and colleges who serve as PALMS Specialists, or change agents, throughout the state. In addition, TERC is working with a committee of educators and representatives from business and the community to develop mathematics and science curriculum frameworks for the state. Funded by the Massachusetts Department of Education.

PALMS — Curriculum Frameworks 9-12

This project extends many PALMS activities to grades 9-12. Working with the Massachusetts Department of Education, TERC is developing staff development programs for high school mathematics and science teachers. TERC is also serving as facilitator to the committee that is extending the development of mathematics and science curriculum frameworks to grades 9-12. Funded by the Massachusetts Department of Education.

Review of Research on Teachers and Telecommunications Networks

TERC is selecting and reviewing key studies on telecommunications and teacher development and is soliciting expert opinion in order to make policy-related recommendations on the future of network-mediated teacher development. TERC is reporting on four major policy-related research topics: the growth of telecommunications use among teachers; the purpose of such use by teachers; telecommunications for professional development; and policy issues related to the future use of telecommunications for teacher development. Funded by the Office of Technology Assessment, U.S. Congress.

Technology for Science

TERC is developing and testing physics curriculum that consists of a series of design-oriented science problems called "science challenges." The challenges create authentic situations for secondary school students to explore and learn concepts such as motion and energy in the rich context of project-enhanced learning. Specific units under development include: Emergency Solar Shelter System (heat); Transmission of Energy and Information (waves); and Mechanical Animation Theater (component and composite motions). The project is also developing units on force, magnetism and electricity, and optics. Funded by the National Science Foundation.

TERC is producing case studies which investigate the nature of family learning in informal settings based on an intensive evaluation of the TERC Smog Watch project. This national program involved youngsters and their families at ten museums and science/nature centers in the study of ground-level ozone, a key component of smog and a pressing health risk. Participants learned about the causes and effects of ozone as well as behavioral changes appropriate for dealing with the ozone problem. Families participated in engaging hands-on activities, including: measuring their daily exposure to ozone; building solar cars; and making personal action plans to reduce air pollution in their community and to reduce their own exposure to ozone. Funded by the U.S. Environmental Protection Agency.

Technology Summer Camps

TERC is collaborating with the University of Washington to conduct annual, month-long summer camps for junior high school students and their teachers from Washington State. The camps aim to introduce participants from underserved populations to TERC-developed, technology-based design activities, including Microcomputer-based Laboratories and environment-monitoring instruments. The project is part of TERC's continuing collaboration with the University of Washington ECSEL program, a coalition of science and engineering colleges that seeks to attract and retain under-represented minority students in engineering. Funded by the University of Washington.

For more information about TERC and its activities, contact
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1995 Bread and Roses Charter School
Technology Specifications Guide - Draft

Prepared by Brenda Matthis, January, 1995

Table of Contents

What is the definition of technology?	3
What is the Bread and Roses Charter School technology ideology?	3
Technology Requirements	4
Technological Support	4
Technological Training	4
Technological Funding	4
Technological Needs Assessment	4
Technology Acquisition Plan	4
Technological Tools	5
Low Tech	5
Middle Tech	5
High Tech	5
Technology Utilization Groups	5
Administration	5
Admissions	5
Financial Planning & Funding	5
Payroll	5
Personnel Records	5
Facilities	5
Inventory	5
Records	5
Curriculum	6
Student portfolios	6
Math software and media	6
Teacher Infrastructure	6
Networking	6
Administration	6
Resources	6

What is the definition of technology?

The use of technology in the classroom is one of the most innovative, effective, and engaging methods of providing scholastic achievement - if used correctly. The major challenge of schools and administrations historically is finding the best balance of technology, curriculum, and teaching in providing the best education. This is especially true for schools that focus on math and science achievement. Presently, a technological classroom rubric does not currently exist although the use of technology in the classroom is jettisoning throughout the country. The schools that have utilized technology most efficiently are the schools that developed a customized technology plan that fit the schools' immediate and short-range achievement goals, their fiscal budgets, and the skills of their staffs - a technology ideology. This approach is recommended for the Bread and Roses Charter School.

What is the Bread and Roses Charter School technology ideology?

Although the Bread and Roses Charter School is in its initial planning stages, this is the ideal time for preparing a technology ideology while it defines its characteristics and budget template. The technology ideology provides the level of importance technology is given in the school: does the school keep up with technology, or does the school use technology in keeping up with the curriculum and infrastructure needs. Many schools have used either approaches with success. Bread and Roses must decide their technological approach. It must also have a frank discussion of what it wants technology to do for it. It must remember that technology can't take the place, for the school or for the students, of books, literature, study, intellectual conversation, and human interaction. The next step is considering the technology requirements needed in implementing this approach.

Technology Requirements

A general list of technology requirements follow in considering the school's needs:

Technological Support

A commonly under-considered requirement is the support staff, as part of the administration or contracted, needed for installing, repairing, and training for the technology used in the school. Lack of adequate planning for support threatens complete failure of technology utilization, regardless of the monies spent and plans made, and possibly resulting in staff and student disappointment and esteem.

Technological Training

Staff, teachers, and students require training for some technologies such as computer hardware and software.

Technological Funding

The funds allocated for technology must provide for adequate support, training, and equipment for the entire school year, guaranteeing full technological availability and use.

Technological Needs Assessment

Frequent and planned sessions for discussion of administrative, staff, and student technology needs. Once plans are developed, reassessment sessions provide review and readjustment of plans and funding possible.

Technology Acquisition Plan

The needs assessment plan provides the list of technological tools, costs, and ancillary tools and considerations that is placed in the school's budget. The table of contents of this document is available as an initial guideline.

Technological Tools

The following is an inconclusive list of technological tools categorized by their level of technological complexity.

Low Tech

Blackboards, white boards, pinboards.

Middle Tech

Audio tape players/recorders, videotape players/recorders, VCRs, electronic blackboards, overhead projectors, film and video projectors, headphones, microphones, copiers, fax machines, terminals, modems, beepers, multi-function phones, film and videotape, audio tapes.

High Tech

Computers (PC and Mac), intellikeys, software, cdrom, laser discs, diskettes.

Technology Utilization Groups

Following is an inconclusive list of organizations of the charter school and their responsibilities that are considered while developing a technology plan.

Administration

Admissions

Financial Planning & Funding

Payroll

Personnel Records

Facilities

Inventory

Records

Curriculum

Student portfolios

Math software and media

Science software and media

Humanities software and media

Developmental skills software and media

Teacher Infrastructure

Networking

Within Charter School

Outside Charter School - Internet

Administration

Grading

Professional Portfolios

Resources

Gopher, WWW1, professional bulletin boards

1World Wide Web.
exit

REPLICATION AND PROGRAM SERVICES, INC. OVERVIEW AND STATEMENT OF PURPOSE

Replication and Program Services, Inc. (RPS) is a newly-formed nonprofit organization whose mission is to advance and systematize strategies for the expansion and transfer of promising human and community development programs. Public/Private Ventures and The Conservation Company, co-founders of this new organization, based its creation on the following three premises:

- that replication as a strategy for implementing social policy has never been seriously addressed either by philanthropy or government;
- that, especially at a time of scarce resources and a commitment to empowerment at the local level, the transfer of already-tested prototypes demands serious consideration; and,
- that there is an existing but diffuse body of experience and knowledge sufficient, if organized and managed, to permit far greater success in the expansion and transfer of excellent programs in a variety of domestic fields.

Mission: Replication and Program Services, Inc. is a national nonprofit organization established to define and promote social program replication and to facilitate the transfer of program experience.

Scope of Work:

During its first year (July 1993- June 1994), RPS will undertake and complete two major activities:

- *It will design and launch a Replication Resource Group, to provide a wide range of services to organizations seeking assistance in program transfer or expansion efforts.* The group will assist in any or all of the aspects of the replication process for a specific program initiative — conceptualization, design, pilot program, evaluation, redesign, marketing, financing strategy, and expansion. RPS will consist of a small core of full-time, experienced staff, augmented by on-call specialists drawn from such fields as management, marketing, communications and social policy. When fully developed, the Group will offer a program research service, feasibility analyses, and training in addition to supporting program design, planning, and implementation. Over time, RPS intends to become the source of information and exchange regarding all aspects of the art/science of program expansion and transfer.
- *It will develop, produce and disseminate the first in a series of guidebooks that promote understanding and use of replication as a strategy.* Each guidebook in this series will focus on a specific audience or topic. The first to be published will be directed to foundation staff and board members. It will discuss replication

as a grantmaking strategy as well as the practical realities of what it takes to do multi-site programming and local adaptations of program concepts effectively. The second guidebook will address how evaluation (including evaluation planning and quality control) can and should play a role at different stages of program expansion or transfer. It will also lay out different approaches to evaluation that may be appropriate, ranging from very formal academic evaluation to informal program reviews.

Organization and Staffing:

Led by Graham Finney, President of the Conservation Company, personnel from The Conservation Company and Public/Private Ventures are carrying out the initial work of RPS including developing plans and infrastructure, marketing, managing the early projects, and producing the first written guides. By January 1994, a board of directors drawn from foundations, nonprofits, business, public affairs and the two sponsoring organizations will be in place. Finney, Michael Bailin and Gary Walker from Public/Private Ventures are serving as the incorporating members of the new organization's Board. By June 1994, the Board will hire a full-time executive director to assume responsibility for Replication and Program Services' ongoing operations and future development.

Qualifications of the New Organization:

The founding partners of Replication and Program Services, Inc. bring long years of experience to this undertaking. Now in its fifteenth year, P/PV has become the nation's leading research and development center regarding education and employment services for youth. It has built a strong track record in designing, managing and evaluating model programs. P/PV has implemented both national research demonstrations and replication efforts. The Conservation Company, founded in 1980, is a management consulting group serving a wide range of government agencies, nonprofit groups, and both private foundations and corporate giving programs. Its clients include both new organizations and programs as well as institutions undergoing major restructuring. The principals in both firms have themselves been involved in the day-to-day design and management of social programs.

The creation of Replication and Program Services, Inc. was prompted by the completion of a major report, entitled *Building from Strength: Replication as a Strategy for Expanding Social Programs that Work*, written in 1992 with funding from The Pew Charitable Trusts. In this eighteen-month study, P/PV and The Conservation Company joined forces to examine the current status of replication as a strategy and why it has heretofore been applied with only mixed results. The authors developed case studies of replication efforts; investigated related private sector practices, such as franchising; explored relevant literature and related research; and conducted interviews with a number of people experienced with program development and expansion activities. The report concluded that program transfer and expansion strategies were not used either as effectively or as extensively as their promise would suggest (see below).

Lessons Learned from the Prior Study:

Reasons cited for this present under-utilization included the following:

- a lack of useful standards by which to judge the transportability of a tested prototype program;
- inadequate front-end planning to facilitate replication of a successful model;
- lack of adequate management and technical skills among funders and replication sponsors to organize and sustain an effort, once mounted;
- lack of long-term funding; and,
- an overemphasis upon innovation by funders, both public and private, instead of the broad-based implementation of tested models.

The study also identified a set of common elements or characteristics that appeared to be evident in all of the more successful programs that were studied:

- an early and carefully planned replication strategy;
- careful selection and training of local program operators;
- well-targeted technical assistance and ongoing communication between local sites and the replicating organization;
- a well-planned and functioning management information system so as to assure quality control and responsiveness to unforeseen changes in the context of the program;
- a central marketing strategy and capacity for promoting interest and support and for delineating the program's constituencies and market niche;
- both adequate start-up and long-term funding to sustain operations and allow for future expansion; and
- attention to the constant need to adapt and freshen all programs as times and conditions change.

In short, the study strongly suggests that the planning and implementation of program replication can be considerably improved by introducing production and marketing techniques, commonly used in the business sector, to the complex, often politically charged world of social policy. By so doing, one can develop a cost-effective approach that combines the artistry of public entrepreneurship with tested techniques of management science to accelerate the expansion and transfer of worthwhile public programs.

Summary:

The formation of Replication and Program Services, Inc. occurs at a time when the nation faces sharply limited resources with which to design and implement appropriate social policy. At the same time there are enormous pressures to decentralize control and governance to local communities, neighborhoods and institutions while upgrading the standards expected from investments in human and community development. One of RPS' most difficult first tasks is to

engender an understanding of replication as a valuable discipline -- even the word itself gives many people trouble. Replication and Program Services, Inc. seeks to provide a vehicle for enhancing practical, cost-effective ways to extend the impact of already tested prototype programs. It seeks to do what is standard practice in the private sector. Focused on this complex and compelling task, it will bring together the necessary resources, expertise and knowledge necessary to enable valuable concepts and tested programs to meet their full potential.

This short summary is designed to introduce the mission of Replication and Program Services, Inc. RPS' founders welcome questions and entertain suggestions for improving the prospects of this new venture. Please call Margaret Berger at (215) 568-0399 or write to RPS at: 1617 JFK Boulevard, Suite 1390, Philadelphia, Pennsylvania, 19103.

SUMMARY OF REGULATIONS PERTAINING TO STUDENT RECORDS

The State Board of Education has adopted Regulations Pertaining to Student Records. The development of these regulations, which have the force of law, was mandated by state laws enacted in 1972 and 1974. The regulations apply to all public elementary and secondary schools. (They also apply to all private schools which have state approval to provide special education services under Chapter 766, the Special Education Act.) They are designed to insure parents' and students' rights of confidentiality, inspection, amendment, and destruction of student records, and to assist school authorities in their responsibilities for the maintenance of student records.

The regulations apply to all information kept by a school committee on a student in a manner such that he or she may be individually identified. The regulations divide the record into two sections: the transcript and the temporary record. The transcript includes only the minimum information necessary to reflect the student's educational progress. This information includes name, address, course titles, grades, credits, and grade level completed. The transcript is kept by the school system for at least sixty years after the student leaves the system.

The temporary record contains the majority of the information maintained by the school about the student. This may include such things as standardized test results; class rank; school sponsored extracurricular activities; and evaluations and comments by teachers, counselors, and other persons; as well as other similar information. The temporary record is destroyed within five years after the student leaves the school system.

The following is a summary of the major parent and student rights regarding their student records, as provided by the Regulations Pertaining to Student Records:

Inspection of Record

A parent, or a student who has entered the ninth grade or is at least 14 years old, has the right to inspect all portions of the student record upon request. The record must be made available to the parent or student no later than two days after the request, unless the parent or student consents to a delay.

The parent and student have the right to receive copies of any part of the record, although a reasonable fee may be charged for the cost of duplicating the materials.

Finally, the parent and student may request to have parts of the record interpreted by a qualified professional of the school, or may invite anyone else of their choosing to inspect or interpret the record with them.

Confidentiality of Record

With a few exceptions, no individuals or organizations but the parent, student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent or the student.

Amendment of Record

The parent and student have the right to add relevant comments, information, or other written materials to the student record. In addition, the parent and student have the right to request that information in the record be amended or deleted. The parent and student have a right to a conference with the school principal to make their objections known. Within a week after the conference, the principal must render a decision in writing. If the parent and student are not satisfied with the decision, the regulations contain provisions through which the decision may be appealed to higher authorities in the school system.

Destruction of Records

The regulations require that certain parts of the student record, such as the temporary record, be destroyed a certain period of time after the student leaves the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. Before any such information may be destroyed, the parent and student must be notified, and have an opportunity to receive a copy of any of the information.

The above is only a summary of some of the more important provisions of the Regulations pertaining to Student Records that relate to student and parent rights. If more detailed information is desired, a copy of the regulations may be received from your school. For further help, you may also contact the Bureau of Student Services, Massachusetts Department of Education, 182 Tremont Street, Boston, Massachusetts 02111 at (617) 727-5754.

APPENDIX C

RESUMES

REV. JEFFREY L. BROWN

184 Raymond Street
Cambridge, MA 02140
(617) 354-6686

CHURCH WORK EXPERIENCE

4/87 - present

Union Baptist Church, Cambridge, MA

Pastor

Church Membership: from 100 to current membership of 625

Areas of Concentration:

Administration

- Increased program development by:
 - Adding new Annual Days (Family Day, "Roots" Day, etc.)
 - Creating new Church Boards (Visitation, College Relations, etc.)
 - Expanding role of Trustees, Deacons and Deaconess to include program development (Mentoring programs, etc.)
 - Created periodic workshops/conferences on current affairs topics (AIDS, Sexuality, Solutions to Violence, etc.)
- Restructured internal administration by:
 - Rewriting Constitution
 - Centralizing financial structure of Church
 - Creating internal auditing structure
 - Creating New Members Training seminar and materials
 - Hiring Church Secretary
- Restructured music department of Church by:
 - Creating Music Advisory Board
 - Hiring a Director of Music
 - Adding Sunday morning devotional period
- Oversaw \$125,000 church renovation program

Youth Empowerment Issues

- Executive Co-chair of **10 Point Coalition**, a national ecumenical urban clergy group designed to mobilize the christian community around issues affecting black youth—especially those at-risk of violence, drug abuse, and other destructive behaviors
- Participant in the **Four Corners Street Ministry**, an outreach program where christian clergy walk the streets of Dorchester from 10P.M.-2 A.M. Friday nights.
- Community Advisor to **SAVE** (Students Against Violence, for Equality), Cambridge Rindge and Latin High School

- Created **POSITIVE EDGE**, city street advocacy, court advocacy, and outreach ministry for at-risk youth on streets (financed through church, city and state)
- Created **"Word Up!"** Summer Youth radio training and performance program with City of Cambridge and WGBH-Radio.
- Youth Panel Organizer, **National Mentoring Institute** - Harvard University, Cambridge, MA - Oct. 1993
- Created **Project Uplift**, weekly meal program for homeless families (funded by United Way, Project Bread)

Celebration of African American History and Culture

- Created **"The Blessing of Blacks in the Bible"** Bible Study, taught both at church and at Harvard College
- Chief researcher and Historian for **Cambridge African American History Project**, and African American Heritage Trail (funded by Lotus, Polaroid Corps).
- **Curator** for Houghton Library (Harvard University) exhibit on African American Cambridge (exhibited from 4/15-5/30/93).
- Founding member of **Cambridge-Africa Sister City Committee**, linking Cambridge with Bulawayo, Zimbabwe, to engage in economic, cultural and social exchange

Educational Issues

- Created **Church-based after school program** in conjunction with four (4) other churches, funded through denominations, churches and city's school department
- **Volunteer** for Student Service Center of Cambridge Rindge and Latin School
- Co-developer of **K-12 curriculum** on Cambridge African American History in conjunction with Cambridge School Department (funded by Lotus).
- Member of Clergy Board of **Economic Literacy Campaign** of the Organization for a New Equality (O.N.E.) Program is designed to educate local congregations on economic empowerment issues including, credit repair, home ownership, business creation and business and church management.
- Co-founded **Empowerment Coalition**, a group organizing the communities of color within the city to address its political, economic and social structures

6/83-8/84

Faith Temple Church of God in Christ (C.O.G.I.C.), Indiana, PA

Elder Stanley Webb, Sr., pastor

Staff minister and musician

- Preached on Friday nights while attending graduate school in area
- Co-director of several choirs in the church and at college

8/78-present

St. Paul Baptist Church, Harrisburg, PA

Rev. Dr. Franklin L. Henley, pastor
Member, licensed and ordained staff minister
Ordained: 9-16-86

- worked with Every Member Canvass evangelism team, developing youth church
- worked with church office staff

COMMUNITY WORK

Co-Chair, 5/93-present
Ten-Point Coalition, Boston Metro Area

Co-Founder and President 1/89-1/93
Cambridge Black Pastors Conference

Founder and Director, 1/93-present
POSITIVE EDGE, Youth Advocacy Project, City of Cambridge

Co-founder and Convener, 1/94-present
Empowerment Coalition of Communities of Color, City of Cambridge

Historian and Project Investigator, 7/91-present
Cambridge African American History Project

Member, Board of Ministry, 9/88-5/92
Memorial Church, Harvard University

Board of Directors, National Ministries, 4/87-4/93
American Baptist Churches, USA, Inc.

Corresponding Secretary, MA/RI/NH branch, 6/89-6/93
National Baptist Convention, USA Inc.

Board of Directors, 10/91-present
Cambridge Community Services

Member, 6/92-present
Mayor's Commission on Unity and Justice, City of Cambridge

Member, 5/93-present
Black/Jewish Roundtable, City of Boston

Member, 5/93-present
Citywide Clergy Against Violence (group of South Boston and Boston area clergy)

Field Education Supervisor, 9/90-present
Harvard Divinity School

EDUCATION

ThM. candidate, 9/87-6/89, concentration: American Church History
Harvard Divinity School, Cambridge, MA

M.Div., 5/87, concentration: Pastoral Studies

Andover Newton Theological School, Newton Centre, MA

- CPE Unit: University Hospital, Boston, MA
- Kelsey Merit Scholar, 1986/87
- Lindsay Scholar, 1985/86
- Member, Jonathan Edwards Society, 1986-present
- Koinonia Award for Excellence in Preaching, 1987
- H. Otherman Smith Community Preaching Award, 1987

M.Ed., 8/84, Communication Media

Indiana University of Pennsylvania, Indiana, PA

- Benjamin E. Mays Scholars Program

B.A., 5/82, Speech Communications

East Stroudsburg State College, East Stroudsburg, PA

- Student Leadership Award, 1982

PROFESSIONAL ASSOCIATIONS/HONORS

- Member, American Academy of Religion/Society of Biblical Literature
- Who's Who in the East
- Who's Who Among Black Americans
- Outstanding Young Men of America
- Cambridge Community Center's 1993 Service Award
- Pennsylvania State Act 101 Award

PERSONAL INFORMATION

- Ordained: 9/16/86 at St. Paul's Baptist Church, Harrisburg PA
- Married : 7/13/85 to the former Lesley Mosley of Yeadon, PA
- Children: Rayna Adair, 6; Aaron Lamont, 3; Lauren Michelle, 1
- Health: Excellent

REFERENCES WILL BE FURNISHED UPON REQUEST

CAROLE RAUCH CHAET

30 Hillcrest Avenue
Natick, Massachusetts 01760
Telephone: (508) 655-0658

RESUME

Qualifications Summary

Possesses a background of progressively responsible and diversified experience in the field of education, including the position of K - 12 Curriculum Coordinator for a large urban school system. Developed and implemented system-wide curricula, assisted in the management of a successful "choice" desegregation project, prepared and conducted staff re-training programs, supervised department staff, and prepared and controlled budgets.

Served as a member of the decision making cabinet of a 2,800 student high school. Continues to be active in the departmental decisions at Simmons College.

Has extensive multi-cultural and multi-lingual classroom experience.

Possesses a demonstrated ability to define problems, initiate and implement action and produce results. Accustomed to the acceptance of responsibility.

Able to work independently but prefers being a member of a cooperative team.

EXPERIENCE

- | | |
|-----------------|---|
| 1986 to present | SIMMONS COLLEGE, GRADUATE SCHOOL
OF EDUCATION
Instructor/Associate Professor
Teach the graduate course in Methods of Teaching Social
Studies in Middle and High School. Supervise pre-
practicum and student teachers in Boston and exurbs.
Teach Issues in Education course (a sociology of schooling)
for pre-service teachers. Conduct weekly seminars for
student teachers. |
| 1979 to 1992 | CAMBRIDGE PUBLIC SCHOOLS, Cambridge, MA
Curriculum Coordinator, K - 12, Social Studies; Cambridge
Rindge and Latin High teacher and department chair. |
| 1970 - 1979 | SUDBURY SCHOOL DEPARTMENT, Sudbury, MA
Teacher/Department Chair/K - 8 Resource Person |
| Current/ongoing | Create and implement workshops for veteran in-service
teachers on issues of diversity including how to teach today's
youth about race, gender and class without creating a
generation of cynics. Also run local history workshops in
Boston area. |

Caroline Hunter

23 Rockwell Street
Cambridge, MA 02139
(617) 491-4465

- Teaching experience
- Public speaking experience
- Research skills
- Events organizer/presenter
- Workshop developer/facilitator
- Writing/editorial experience
- Educational consultant
- Media Management/facilitator
- Mediation trainer/specialist

EDUCATION

Harvard University, Cambridge, MA. Doctorate in Education; Teaching curricula and learning environments. Expected, 1994.

Antioch Graduate Center, Cambridge, MA. Masters in Education. Adult learner/adult basic education.

Xavier University, New Orleans, LA. Bachelor of Science, Chemistry, 1968.

CERTIFICATION

Massachusetts Teachers Certificate. Secondary mathematics and chemistry

PROFESSIONAL EXPERIENCE

Harvard University, Graduate School of Education, Cambridge, MA

Board Member/Solicitation Editor. Harvard Educational Review (1989 - 1991). Participated in the reading, approval, editorial process and publication of unpublished manuscripts submitted to the Board. Participated in committees on issues related to publication of manuscripts and special projects, and served as Issue Editor and Solicitations Editor.

Teaching Fellow. 1989. Course on Teaching and Curriculum in the Humanities in Secondary Schools. Conducted curriculum development section for student teachers in Masters of Education Program. Assisted professor in development of lectures, evaluation of student projects, plan and conduct section, and supervised micro-teaching

University Supervisor. Masters of Teaching Program, 1990. Supervised student teachers of mathematics and science during their practicum. Conducted section on teaching, classroom management and related issues.

Cambridge School Department, Cambridge, MA

Student Government Advisor, Student Service Center, Cambridge Rindge and Latin School, 1990 to Present. Coordinate student activities and special events in comprehensive high school of 2,000 students; supervise and support operation/fund raising of thirty school clubs, and junior and senior class, coordinate student elections, provide support services to students in the Student Service Center (SSC), also school mediator upon request. Designed school-wide election day using city voting booths to promote voter education and registration.

Teacher on Assignment, Office of Assistant Superintendent of Administration, 1990. Research project: on school policy and programs, production of first system-wide organizational flow chart.

Mediation Course Instructor, 1990. Designed and taught semester course in mediation, "Mediation: The Language of Success" for ninth graders in Leadership House. The course trained students in mediation skills with emphasis on the importance of diversity and mutual respect.

Title I Mathematics Instruction, Cambridge Rindge and Latin School, Group School, Matignon, 1977-1988. Developed the Supplementary Learning Center at the Group School, a private, nonprofit alternative high school for at risk youth. Organized mathematics Supplementary Learning Center, select appropriate materials and equipment, testing and diagnostic assessment, develop curriculum for remediation, record keeping and supervision of instructional aide.

Boston Area Self-Help Education Committee (BASHEC), Boston, MA.

Resource Developer/Educational Coordinator (1976 - 1977) Developed resource library, organized and implemented GED program at drug centers, hired and supervised teachers, organized volunteers, conducted teacher-training workshops, implemented testing procedures, community outreach to adult learner and classroom teaching.

Educational Collaborative, Brookline, MA

Science Teacher/Basic Skills Tutor, Project Space (1975 - 1977). Work-study high school in cooperation with industry and universities. Worked at the Honeywell, Liberty Mutual, MIT and the Youth Activities Commission sites. Taught chemistry, biology, ecology, algebra and basic mathematics. Designed high-interest, basic consumer mathematics course, experiments in chemistry and biology for limited environments. Organized first annual school-wide picnic and numerous field trips. Tutored students with special needs program in basal mathematics and communications.

New England Aquarium, Boston, MA

Science Teacher, World of Water/School Program (1977). Taught fourth and sixth grade Boston school students participating in Department of Education funded enrichment programs, using the NEA and the Discovery Ship as unique laboratory/classroom. Demonstrations, lectures, hands-on experiments, field trips and the New England Aquarium served as the base of the curriculum.

DARE, Inc. Hillside House, Boston, MA

Science teacher (1976). Hillside School, alternative high school for youth in group homes. Taught ecology and biology. Designed high interest course for limited environments, using practical and known household chemicals and nature. Organized field trips and excursions.

Lincoln-Sudbury, Sudbury, MA

Science Teacher, Regional High School (1976). Taught chemistry and earth science, lecture and laboratory.

ABE Program, Deer Island House of Correction, Boston, MA

Mathematics Teacher, GED program, Technical Development Corporation (1974). Taught general mathematics and algebra; tutored students in basal mathematics, administered standardized testing and organized record keeping. Counseled eligible students for continued course work in/out of institution.

Prisoners Rights Project, Boston, MA

Paralegal/Advocate (1974). Staffed legal offices located at Framingham Women's Prison, conducted site interviews at Walpole, Norfolk, Concord Prisons and state mental institutions. Interviewed, researched and prepared legal cases for lawyers on staff, represented inmates in administrative hearings.

Polaroid Corporation, Cambridge, MA

ABE/GED Teacher (1970 - 1971). Taught and tutored adult employees seeking a high school diploma, provided assistance in basic skills. Worked with adults ages 18 to 50 years at the Inner City Training Program in Roxbury. Began as volunteer, eventually became part of paid staff of the Polaroid Education Department. In charge of materials selection, testing and record keeping.

Research Chemist (1968 - 1971). Conducted research and chemical testing of prototype and company products. Implemented set-up, reporting and use of analytic instrumentation.

RELATED EXPERIENCE AND HONORS

- > Cambridge Rindge and Latin Outstanding Service Award, 1993
- > Outstanding Contribution to Education award, CRLS Women's History Committee, 1988
- > Horace Mann Teacher Award, The Cambridge School Department, 1987
- > Christa McAuliffe Fellowship, Massachusetts Runner Up, 1987
- > Conant Fellowship Recipient, Harvard University Graduate School of Education, 1988 - 1990
- > Marian Davis Scholarship Recipient, 1976

Advisor, Black Student Union (7 years). CRLS Club advisor, produced thematic annual school-wide assemblies: Kwanza, Martin Luther King, Jr. Celebration; Black History Month and Women's History Month.

Chair, Concerned Black Staff. Organization of faculty of color. Conducted organizational tasks, facilitate communication between organization and administration and public officials, 1986 - 1989.

Writer/Co-Author (One of three) "Concerned Black Staff Enrollment Study." Statistical report on achievement enrollment of Black and Hispanic students in the Cambridge Public School System. June, 1987.

MEMBER

Board of Directors of the Cambridge Partnership for Education, 1989 - 1992
Affirmative Action Advisory Committee, Cambridge School Department, 1986 - 1988

WORKSHOP/DEVELOPER

Techniques and Skills for Tutors, District 5 Teacher Center, Boston, MA
How to Help and Support Math Homework without a Math Degree
How to Get Information, University of Massachusetts Teacher Training
Math Skills for Nursing, the Boston City Hospital School of Practical Nursing
Workshop for Harvard University Graduate School of Education Teacher Education Program, June, 1990
Brought thirty minority teachers of color to HGSE to discuss Recruitment of Minority Teachers in order to ascertain personal biographies and to solicit recommendations for recruitment of minorities, and to produce manual for graduate and undergraduate teacher education programs, school districts and schools.

WORKSHOPS/PARTICIPANT

Amplifications '88, Harvard University
Teacher-Leader Program, Harvard University Graduate School of Education, Curriculum Transition

Current Students, Future Engineers. Smith College Seminar
High Impact of Technology on Education. University of Alabama, Huntsville, Alabama
Learning Disabilities in Math, Massachusetts Association for Children with Learning Disabilities, Wellesley
MA
Projects in Competency Based Education, Cambridge School Department
A Look at Bilingual Learner, Cambridge School Department
Diagnostic Procedures for Title I Supplementary Learning Center, Cambridge School Department
Mediation and Language of Success and Responsibility of Students Leadership
Schools and the Law Institute, Harvard Law School and Graduate School of Education

GEOGRAPHICAL EXPOSURE

Travelled extensively within the United States and Caribbean, Great Britain.
Lectured in Great Britain at the Anti-Apartheid Conference, 1971
Testified before the United Nations Special Committee on Anti-Apartheid, 1971.- 1977.
Testified before the Committee on Foreign Affairs, Subcommittee on Africa, U. S. House of
Representatives, 1971

References available upon request.
October, 1993

Christopher M. Kelly

2 Shriver Drive
Jose, California 95132
(8) 259-7344

ckelly@hulaw1.harvard.edu

142A Lake View Avenue
Cambridge, Massachusetts 02138
(617) 441-8644

Education

- 1994 - present HARVARD LAW SCHOOL, Cambridge, Massachusetts
J.D. expected June 1997
Production Editor, *Harvard Journal of Law & Technology*
Research Assistant, Professor Phillip Heymann
- 1991 - May 1992 YALE UNIVERSITY, New Haven, Connecticut
M.A./Ph.D. program in Political Science
Concentration in American Political Philosophy, Constitutional Law.
M.A. awarded 1992, University Fellowship Recipient.
Editor, *Yale Journal of Law & the Humanities*
- 1989 - May 1991 GEORGETOWN UNIVERSITY, Washington, D.C.
B.A., *magna cum laude*, in Government and Philosophy
Phi Beta Kappa
Honors program in Government, thesis on extremist speech and the
First Amendment
- 1987 - May 1989 UNIVERSITY OF CALIFORNIA AT BERKELEY
Normal progress towards Bachelor of Arts.

Work Experience

- 1993 - Aug. 1994 U.S. DEPARTMENT OF EDUCATION, Special Assistant,
Office of Intergovernmental and Interagency Affairs
Represented the Secretary and Deputy Secretary on issues of education
reform, national service, welfare reform, and educational technology to the
White House, federal agencies, and state and local governments.
- 1993 - July 1993 THE WHITE HOUSE, Policy Analyst, Domestic Policy Council
Advisor to Deputy Assistant to the President for Domestic Policy on
education and job training initiatives.
- 1992 - Jan. 1993 CLINTON PRESIDENTIAL TRANSITION, Domestic Policy Analyst
Responsible as part of a four-person group for developing education
and job training policy recommendations for the President-elect.
- 1992 - Nov. 1992 CLINTON/GORE '92, Policy Analyst and Assistant to the Deputy Policy Director
Desk person for policy department in Washington, D.C.
 - Participated in discussions and wrote memoranda on policy
and strategy choices for the Presidential campaign.
 - Assisted in debate preparation for Senator Gore, including
service as general editor of the debate policy book, and
contributing editor of the debate strategy book.

Special Skills:

Extensive knowledge of Macintosh, IBM-PC, and Sun computers and major software
packages, including Microsoft Word, Aldus PageMaker, and WordPerfect.

FILOMENA LAROSA-WATERS
54 Crescent Street
Cambridge, Massachusetts 02138
(617) 547-5399

EDUCATION:

M.ED.	Middle School, 5-9, Lesley College.	1991
	Social Studies, Mathematics.	
M.A.	International Relations, Boston University	1973
B.A.	Political Science, University of Mass., Boston	1969

EXPERIENCE:

FACULTY, UMASS BOSTON, C.P.C.S.
Math Instructor, September 1992 - Present.

TEACHER - CAMBRIDGE SCHOOL SYSTEM.

Follow Through Classroom Teacher, Robert F. Kennedy School
Cambridge, Grade 6, 1993-1994

Math Staff Developer, November 1992 - June 1993

Assistant Teacher, Martin Luther King Jr. School, 7/8 Algebra,
Social Studies and Language Arts, September 1991 - November, 1992
Extended-Term and Substitute Teacher, 1987 -1991.

PROFESSIONAL DEVELOPMENT - MATHEMATICS. EDCO, Brighton, MA.
July 1991 - Feb. 1992. Inquiry Math workshop involving 3 weeks
full-time summer hours and extended full and half-day periods
through February. One focus of the workshop was on developing
and Inquiry Math program based on the new NCTM Math Standards
with emphasis on using technology. EDC, Newton, MA. July -
1992. 2 week math workshop focusing on Cooperative Learning with
emphasis on areas of mathematics promulgated in the new NCTM
standards. EDC, Newton, MA. Sept. 1992 - 1995. Ongoing, long-
term math workshop meeting bimonthly during the academic year
with 1 to 2 week summer workshops focusing on new math methods,
teacher training to lead workshops in teaching mathematics.
FHAO (Facing History & Ourselves) Workshop, Brookline, MA - 1992.

VIDEO INSTRUCTOR - CAMBRIDGE COMMUNITY T.V. Editing and T.V.
production. 1987 - 89.

FREE-LANCE VIDEOGRAPHER. Produce, direct and edit documentaries
and various video productions. 1981 - present.

RESEARCHER - ABT ASSOCIATES OF CAMBRIDGE. Worked on a project to
assess amount of racial discrimination in the Boston housing
market. 1981.

TOUR GUIDE, INTERPRETER - TOUR GUIDES OF NEW ENGLAND. Tours in
Italian and French. Acquainted foreign visitors with the local
area utilizing my knowledge of these languages. 1989 -91.

LICENSED REAL ESTATE SALES - LE VAUX REALTY, CAMBRIDGE, MA.
1980-85. SALVATORE LA ROSA. 1985 - present.

AUDUBON SOCIETY BOSTON HARBOR PROJECT. Helped conduct
experiments in Boston Harbor to determine oxygen levels for
marine life. 1988-89.

ORGANIZER & FOUNDED MEMBER.

The Cambridge Cable T.V. Network.	1985
The Women's Video Collective.	1983
The Sacramento Street Art Gallery.	1981
Cambridge Commission on the Status of Women.	1977

TRAVEL: Extensive travel throughout Western Europe.

LANGUAGES SPOKEN: Italian and French (fluent in speaking and
writing); Spanish and Portuguese (working knowledge)

INTERESTS: Oil painting, mixed media, sports.

REFERENCES: Available upon request.

CURRICULUM VITAE

WILLIAM D. McLAURIN

72 Fisher Avenue
Newton Highland, MA 02161
(617) 332-4635

Born: May 29, 1939
Far Rockway, NY
Married: August 15, 1963
Spouse: Beverly Joyce McLaurin
Children: Kim and Karl

EDUCATION

Harvard University Graduate School of Education, Cambridge, MA. 1988 - 1989; 1992
Harvard University Medical School, Cambridge, MA. Postdoctoral Fellow. 1970 - 1971
New York University, Doctor of Philosophy, 1970
New York University, Master of Science, 1968
Lycoming College, Williamsport, PA. Bachelor of Arts, 1961.

RESEARCH FELLOWSHIPS

Medical Foundation, Postdoctoral Fellow (1973 - 1975)
Massachusetts Heart Association. Hamilton S. Burton Fellow (1972 - 1973)
Harvard University Medical School Research Fellow (1970 - 1972)

RELEVANT WORK EXPERIENCE

Assistant Principal for Policy and Students, Cambridge Rindge and Latin School, Cambridge, MA. (1990 - Present). See page 13.

Advanced Placement Biology Teacher, Cambridge Rindge and Latin School, Cambridge, MA. (1987 - Present.)

Senior Advisor, Advisory Committee, Commonwealth School of Mathematics and Science (1984 - 1987)

Head Science Teacher, Achievement School, Cambridge Public Schools (1984 - 1987)

Director, Office of Minority Education, Massachusetts Institute of Technology (1982 - 1985.) (See page 12.)

Senior Fellow, The Corporation for Boston (now termed The Partnership) (1981 - 1987)

House Teacher and Biology Teacher, Brookline High School (1979 - 1982). (See page 11.)

Coordinator of Student Services, Center for Educational Services (CES), Brandeis University, Waltham, MA. (1979 - 1982). (See page 11)

Project Coordinator,, National Science Foundation Project for Gifted and Talented Junior High Students Center for Educational Services, Brandeis University, Waltham, MA (1978 - 1981). See page 11.

Science/Mathematics Coordinator, Center for Educational Services, Brandeis University, Waltham, MA (1976 - 1979)

Associate Professor, Department of Pharmacy and Allied Health, Department of African American Studies, Northeastern University, Boston, MA (1975 - 1980). See page 10.

Associate Professor, Department of Biology, Harvard University Summer School, Cambridge, MA. (1971 - 1977).

ADDITIONAL FACULTY POSITIONS

Instructor in Biology, Roxbury Community College, Roxbury, MA (1973 - 1974)
 Instructor in Biology, Harvard Extension College, Cambridge, MA (1971 - 1975)
 Instructor in Biology, City College of New York (1968 - 1970)
 Instructor in Biology, Herbert H. Lehman College, Bronx, NY (1966 - 1970)

MEMBERSHIP

Sigma Xi, Honorary Biology Society, 1969 - 1972
 New York Academy of Science, 1969 - 1972
 New York University, Graduate Biology Club President, 1969 - 1970
 Black Allied Student Association, 1969 - 1970
 New York University, Afro-American Student Center, Chairman, 1968 - 1969
 University Without Walls, Roxbury, MA Board of Directors, 1971 - 1975
 Harvard Health Careers, Summer Program for Minority Students, Advisory Committee, 1972 - 1977
 Beth Israel Hospital Central Recruitment Committee, 1972 - 1978
 American Society of Hematology, 1975 - 1985
 Center for Educational Services, Board of Directors Consultant, 1976 - 1983
 Boston Public Schools, Hubert H. Humphrey Occupational Resources Center (HHHORC) Management Team 1978 - 1979
 Goal for Boston, Educational Subcommittee, 1983 - 1986
 Boston Museum of Science, Board of Overseers, 1991 - Present
 Cambridge YMCA, Board of Directors, 1991 - Present
 Cambridge Summerbridge Program, Board of Directors, 1993 - Present

PUBLICATIONS

Gordon A. S., Zanjani, E. D. and McLaurin, W. D. The renal erythropotetic factor (REF), VII, Relation to sex steroid hormone effects on erythropoiesis. Proc. Soc. Exp. Biol. and Med. 129 871 - 874. 1968

Zanjani, E. D., Gordon, A. S., Wong, K. K. and McLaurin, W. D. Renal erythropoietic factor (REF). VIII. Effects of exogenous erythropoietin (ESP) on the endogenous production of the ESF and REF. Life Science, 7; 1233 - 1237. 1968.

Zanjani, E. D., McLaurin, W. D., Gordon, A. S., Rapport, I. A., Gibbs, J. M., Gidari, A. S. Biogenesis of Erythropoietin (ESF); Role of the substrate for erythropoietin (REF). J. Lab. Clin. Med. 77: 751 - 758. 1969

Peschle, C., Zanjani, E. D., Gidari, A. S., McLaurin, W. D. and Gordon, A. S. Mechanism of throxine action of erythropoiesis. Endocrinology, 89; 609 - 612. 1970.

Sherwood, L. M., Handwerger, S., McLaurin, W. D. and Lanner, M. Amino-acid sequence of human placental lactogen. Nature 233; 59 - 61. 1971

Gordon, A. S., Zanjani, E. D. and McLaurin, W. D., The renal erythropoietic factor (REF or erythropoietin) in Renal Pharmacology ed. Fisher J. W. Appleton-Century Crofts, NY. 1971

Sherwood, L. M. Handwerger, S. and McLaurin, W. D.; The structure and function of human placental lactogen. CIBA-Lactogenic Hormones, 1971.

Sherwood, L. M. Handwerger, S., McLaurin, W. D. and Pang, E. D. Comparison of the structure and function of human placental lactogen and human growth hormone. In Growth Hormone (Proceedings of the Second International Symposium), ed. Pecile, A. and Muller, E. E. Amsterdam: Excerpta Medica Foundation. 1971.

McLaurin W. D. Health Coping in an Unhealthy Environment. New England Regional Black Nurses Symposium, 1976.

GRANTS AND HONORS

Rich Award, Best Student in Biology and Chemistry, Lycoming College

Magna Cum Laude, Lycoming College

Training in Experimental Hematology, National Institute of Health, New York University

Gladys Matekya Award, Runner Up, New York University

Research Grant (\$10,000) Milton Fund, Harvard Medical School

Black Achiever's Award, Boston YMCA

CES Upward Bound Program: Two three years awards, approximately \$1,000,000. Participating in writing the proposals, Brandeis University.

CES Science Program, Two NSF grants for gifted and talented junior high school students (\$13,000). Participant in writing the proposals, Brandeis University.

Outstanding Black Teacher, Ebony Magazine, August, 1988

Apple Award (Teaching) Channel Five (WCVB TV) Needham, MA

Alumni Award, Lycoming College

Hughes Foundation Award (\$300,000) in conjunction with Harvard University

Harvard Foundation Community Award, Quincy House, Harvard University

CHARLES R. NESSON

WILLIAM F. WELD PROFESSOR OF LAW

ADDRESS: Work: Harvard Law School, Cambridge, MA 02138
Home: 3 Hubbard Park Road, Cambridge, MA 02138

DEGREES: Harvard College, A.B., 1960; Harvard Law School, J. D. 1963, Summa Cum Laude, Fay Diploma

OCCUPATION: William F. Weld Professor of Law, Harvard Law School

PRIOR EXPERIENCE: Clerk to Mr. Justice Harlan on the United States Supreme Court, 1965 term; Special Assistant, Civil Rights Division, Department of Justice (1965 - 1966)

HARVARD ACTIVITIES: Joined Law School faculty in 1966, tenured 1969; Associate Dean (1979 - 1982); Organizer and President of the Lawyers Military Defense Committee (1969 - 1972); Director, Harvard Evidence Film Project (1974 - 1979). Specialty, Evidence; also tech Criminal Law, Trial Advocacy, Ethics and Legal Writing.

PUBLICATIONS: Green & Nesson, Problems, Cases and Materials on Evidence (Little Brown); various articles dealing generally with the nature of judicial proof.

LITIGATION: Committee (1974); Counsel in various civil liberties cases including *United States v. Delinger*; *United States v. Berrigan*; *United States v. Ellsberg*, *Halperin v. Kissinger*; *Commonwealth v. Edelin*, *Anderson v. Grace* (Woburn toxic tort litigation).

MEDIA: Television and Seminar Moderator for the Media & Society program of the Ford Foundation and Columbia University (1974 - present); Moderator for the PBS series *The Constitution: That Delicate Balance*, produced by Fred Friendly and Media & Society Seminars of Columbia University (1986); *Ethics in America*, (1989); Moderator for CBS *Eye on the Media: Media and Business*; Moderator for Granada Television programs on The Right to Die, International Bribery, and Terrorism; Advocate on *The Advocates* (WGBH). Narrator for the film *Three Appeals*. (about the appellate process of the State of New York, made by WNET); Commentator for *The Shooting of Big Man* (a documentary about a murder trial for ABC).

FAMILY: Married to Fern Leicher Nesson; two daughters, Rebecca and Leila.

Wayne Allan Williams
11 Peabody Terrace #501
Cambridge, MA 02138
(617) 354-9176 H
(617) 349-8667

EDUCATION:

Harvard University
Doctoral Student, September 1995. Coursework in statistics, applied data analysis, and econometrics.

Harvard University
Graduate School of Education, Cambridge, Massachusetts

Ed.M., Individualized, June 1994. Coursework in applied data analysis, encompassing human development theory, statistics, and policy.

Boston College
Graduate School of Arts & Sciences, Chestnut Hill, Massachusetts

M.Ed., Research, Evaluation, and Measurement, May 1991.
Coursework in applied data analysis, research methods, and statistics, as related to the educational locale.

Davidson College
Davidson, North Carolina

B.A., Classical Studies (Latin) /Economics, May 1989. Major coursework in classical studies in conjunction with minor studies in economics.

ACADEMIC HONORS:

Georgia Tech MITE Summer Program (1982), National Honor Society (1982), Fayetteville Chapter of Links Honoree (1983), Cumberland County Medical Society Science Award (1983), Eta Sigma Phi National Honorary Society (1987), Eumenean Literary Society Laudatory Certificate (1989), Pass with Distinction- Master Comprehensive Examination (1992), Phi Delta Kappa National Honorary Society (1993-).

RESEARCH INTERESTS:

Analysis of Discrete Data
Causal Inference
Economic Determinants of Academic Achievement
Longitudinal Data Analysis
Modeling Economic Data
Statistical Computing
Survey Research
Use of Statistical Applications in the Social Sciences

**PROFESSIONAL
RESEARCH
EXPERIENCE:**

Program Evaluation and Research Group (PERG)

Lesley College, Cambridge, Massachusetts

1993- July 1995

Research Associate

Created a national data base to track students, teachers, and schools participating in the Algebra Project. Worked intimately with experts to conduct a valid and reliable evaluation of the services delivered by the Algebra Project. Performed both quantitative and qualitative evaluation analyses, and wrote appropriate sections of evaluation reports. Visited sites across the country for the purposes of observing and facilitating evaluation needs. Attended and actively participated in national strategic planning conference. Assisted with the effective feedback of evaluation results to diverse audiences of stake holders. Supervised high school student interns. Provided other administrative assistance, as part of a team, in conducting a multi-year evaluation of the Algebra Project.

Center for the Study of Testing, Evaluation, and Educational Policy

Boston College, Chestnut Hill, Massachusetts

1991-1993

Research Assistant

Designed and developed a data base system for the merging and managing of data collected from the Boston Public Schools, as part of the Urban District Assessment Consortium development team. Performed quantitative analyses, such as reliability analysis, on data to assist with technical aspects of developing assessment instruments. Actively participated in brainstorming sessions to address critical issues surrounding research design. Worked with principals, teachers, and students in local schools to ensure proper implementation of Consortium activities.

Educational Development Center

Newton, Massachusetts

Summer 1991

Research Intern

Developed a coding system with regard to categorizing students' open-ended responses to questions concerning likes and dislikes in relation to mathematics. Assisted with the design of research and data analysis concerning K-12 mathematics. Participated in brainstorming sessions surrounding the issue of formulating a new mathematics curriculum for American middle schools.

TEACHING EXPERIENCE:

Harvard University

Cambridge, Massachusetts

Fall 1994

Teaching Fellow:

A205- Microeconomics: A Policy Tool for Educators

Attended classes, held weekly review sessions and office hours, graded problem sets and examinations, and helped with overall logistics of the course.

ADDITIONAL EXPERIENCE:

Harvard Graduate School of Education
Cambridge, Massachusetts

1993-1994

Graduate Student Research Coordinator
Career Planning and Placement Office (CPPO).

Designed survey instrument. Independently conducted a survey of the 612 persons belonging to the Harvard Graduate School of Education Class of 1993 to track employment, salary, job search, and graduate school trends. Produced a two page executive summary highlighting salient features of the Class of 1993.

Boston College
Chestnut Hill, Massachusetts

1990-1991

Graduate Student Research Assistant
Office of Development
Office of Affirmative Action

Collected and analyzed data on selected corporations and foundations. Prepared requested reports on selected corporations and foundations. Documented resources available to faculty, students, and staff of African descent.

Plus Fashion Limited
Chestnut Hill, Massachusetts

1989-1990

Information Assistant

Managed flow of paperwork for a chain of nine stores. Prepared various computer generated reports upon request. Maintained several electronic data bases. Handled returns to vendors. Assisted with bank reconciliation. Helped with the closing of non-performing outlets.

Barnes & Noble
Charlotte, NC

1988-1989

Special Store Assistant/ Assistant to Text Book Manager

Performed data entry of text book orders. Handled special order services for the University community at UNC-Charlotte. Assisted with book buy back. Helped with the set-up of a new outlet at NCCU.

**PAPERS, PUBLICATIONS,
AND EVALUATION REPORTS:**

Davis, F. & Others. (1994). Evaluation of the Mississippi Algebra Project. [Funded Evaluation Report- National Science Foundation]

Williams, W. "Developing a Multi-tiered Database for Measuring Systemic School Reform". Paper to be presented at the National Conference of the American Educational Research Association. April, 1994.

Davis, F. & Others. (1993). Evaluation of the National Algebra Project. [Funded Evaluation Report- MacArthur Foundation]

Cawthorne, J; Maxwell, M; & Williams, W. (1993). Evaluation of the Basics Plus Project in the Boston Public Schools. [Funded Evaluation Report-MacArthur Foundation]

Williams, W. (1993). Nia: The Handbook for Graduate Students of African Descent. Boston College Spring 1990.

HOBBIES:

Bowling, Community Service, Movies, Music, Reading, Traveling

MEMBERSHIPS:

American Educational Research Association
Association for the Study of Negro Life & History
Phi Delta Kappa

References Available Upon Request

COMMUNITY SERVICE

Jr. Director- Sunday School

Second Baptist Church

Fayetteville, North Carolina

Under the direction of Deacon Darius Johnson Jr., I assisted with the overall management of , and instruction for, a Sunday School which, at the time, had an enrollment of approximately 190 with an average attendance of 150. Primarily, I handled the ordering of books and supplies on an on going basis, along with trouble shooting problematic situations. Additionally, I served as a floating teacher for classes with absent teachers.

Co Director- Library Club, Voluntary Math Instructor

Pauline Jones Elementary School

Fayetteville, North Carolina

In collaboration with Miss M. McLean, head librarian, I selected a group of 16 disadvantaged youth to participate in an enrichment program. For this cohort of 16 academically inclined students, enrichment was provided before school hours, during library period time, after school hours, and on weekends, with parental permission. The focus of this program was to prepare bright African-American fifth and sixth graders to undertake independent research. Each youth selected an area interest. Primarily, I worked with students who chose mathematics as their interest. Individual assistance was provided to enable a participant complete an independent research paper and/or project. Additionally, the students, as a group, participated in workshops and conferences dealing with issues concerning the African-American community. A small honorarium was provided for my services.

Secretary- Jr. Laymen League

Second Baptist Church

Fayetteville, North Carolina

I served as secretary for an all man's group advocating service to the church and community.

Co President- Reeves Group

Reeves Temple A.M.E. Zion Church

Davidson, North Carolina

Under the direction of Deacon and Deaconess Mr. and Mrs. James Raeford, I co-directed a group of college students who provided tutoring and mentoring services to local youth in the African-American community. Due to my services, I was awarded an Outstanding Service certificate from the North Charlotte District of the A.M.E. Zion Church.

